DOCUMENT RESUME

ED 051 722 48 FL 002 370

AUTHOR Altman, Howard B.; Politzer, Robert L.
TITLE Conference on Individualizing Foreign Language Instruction. Final Report.
INSTITUTION Stanford Univ., Calif. School of Education.
SPONS AGENCY Institute of International Studies (DHEW/OE), Washington, D.C.
PUB DATE Jul 71
CONTRACT OEC-0-71-2410(823)
NOTE 273p.

EDRS PRICE EDRS Price MF-$0.65 HC-$9.87
DESCRIPTORS Administrator Attitudes, Classroom Techniques, *Conference Reports, Cost Effectiveness, Curriculum Development, Educational Accountability, *Educational Innovation, Educational Psychology, Fles, Group Instruction, *Individualized Instruction, Instructional Program Divisions, *Language Instruction, *Modern Languages, Performance Contracts, Student Attitudes, Teacher Education, Teaching Methods

ABSTRACT

These conference proceedings contain addresses and comments of some 42 participants. Papers are grouped in three major sections: (1) the status of individualized foreign language instruction today, (2) small-group presentations, and (3) viewpoints on change. The papers cover a wide variety of topics including a review of the state-of-the-art, student attitudes, curricular planning, administrative perspectives, FLES, testing, accountability, psychological factors, group work, contracting, teacher training, programed materials, developing proficiency in speaking, material adaptation, role of "hardware," grading and credit, and bilingual education. Concluding remarks focus on the implementation of change in the foreign language classroom and a student's reaction to the conference. A list of participants and a program schedule are included. (RL)

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ED051722

FINAL REPORT

CONTRACT NO. OEC-0-71-2410(823)

CONFERENCE ON

INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION

Howard B. Altman
Robert L. Politzer

Stanford University
Stanford, California

July, 1971

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare, under provisions of Title VI, Section 602, of the National Defense Education Act, Public Law 85-864, as amended.

FL002 370

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
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INTRODUCTION

On a television show not too many years ago, the host was interviewing several young children. "What was the most important thing you learned in school today?" he asked a third-grader. "Not to talk out without raising my hand first," she replied. What is startling in this interchange is not the content of the girl's response; what is startling is that she somehow managed to get all the way to the third grade before learning it.

In one of the most exhaustive critiques of American education to appear in recent years -- Charles Silberman's Crisis in the Classroom (Random House, 1970) -- the American educational establishment is taken to task for mindlessness -- "the failure to think seriously about purpose or consequence -- the failure of people at every level to ask why they are doing what they are doing or to inquire into the consequences" (p. 36). What is lacking, according to a June, 1971 Associated Press study of the contemporary American high school, is the "fourth R - Relevance."

One need only look at the titles of recent writings on American education to realize that public education today is in a state of turmoil: Death at an Early Age, The Underachieving School, The Way it Spozed To Be, Teaching as a Subversive Activity, Deschooling Society, etc. If Education in general is on a rocky road, Foreign Language Education is in a state of deep confusion, fueled by a touch of paranoia and embedded in Angst. Recent writings on foreign language instruction make this perfectly clear: "Student Attitudes toward Foreign Language -- No Sale!", "Could the New Key Be a Wrong Key?", "Let's Change Our Base of Operations," "Let's Get Foreign Language Teachers Out of Our Public Schools," "Culture, Relevance and Survival," "What Don't We Do Enough Of?", etc. Such masochistic-sounding titles have become commonplace in recent months, thus supporting E. A. Bennett's (1918) adage that "Pessimism, when you get used to it, is just as agreeable as optimism."

Lest the above suggest that all is bleak and that foreign language study has lost its appeal and value to American youth, we hasten to disagree. Although the proportionally large increases in FL enrollments which characterized the early and middle 1960s seem to have abated, we point out that excellent foreign language programs in the schools -- those where students have achieved the goals which they bring implicitly or explicitly to the foreign language classroom -- have continued to thrive, to grow in enrollments, to keep a satisfied clientele. It should not come as any surprise to learn that many of these excellent programs have adopted an individualized approach to foreign language instruction.

Individualization of instruction is not new. Capable and dedicated foreign language teachers have always made an effort to

tailor their instruction to the needs of their students, regardless of the methodology used, regardless of the textbook, regardless of the number of students in the program.

Why, then, a Conference devoted to individualizing instruction? Precisely because a gap has been widening in the foreign language profession between our theory and practice of individualization, and, ironically, "practice" is far outdistancing "theory," with potentially disastrous consequences. Individualized instruction has become a bandwagon onto which foreign language teachers at all levels are jumping, often with little or no previous planning, or concern for the consequences. Individualized instruction, as we know it today, is no panacea for enrollment problems; it is not necessarily a solution for the sagging morale of teachers or students; it does not guarantee "relevant" education. This profession has witnessed the rise and fall of numerous "fads" over the decades. If individualization is not to prove to be a fad, it must be grounded in sound pedagogical theory, and there must be some "rules" by which successful individualized foreign language programs operate. With these considerations in mind, we applied to the Office of Education for support to make this Conference on Individualizing Foreign Language Instruction a reality. Thanks to OE's assistance, some forty-two officially designated participants, representing most geographic regions of the United States, and consisting of practitioners of individualized programs at the high school and college levels, as well as foreign language specialists, teacher trainers, school administrators, psycholinguists, and critics, assembled at Stanford University on May 6-8, 1971. This Report is a record of that meeting.

We emphasize that the purpose of the Stanford Conference was primarily to raise significant questions about what we are doing, and why, rather than to provide definitive solutions to the countless issues and problems which the participants, and several hundred observers, raised during the three days. The program was in essence in three parts. On the first day, participants were exposed to both a visual and theoretical orientation to individualized foreign language instruction. Videotapes were shown, slides of on-going programs were discussed, papers dealing with pertinent general issues were presented. Possessing a hopefully clearer picture of the current state of individualization, participants met in small-group session on the second day, with each group tackling the curricular implications of one major issue in individualizing foreign language instruction. On the final day, groups reported their findings to the assembled audience, and discussion ensued.

Given the controversial nature of the subject matter of this Conference and the relative inexperience of the profession with individualization, the Stanford Conference did not always produce concensus on all issues. As a matter of fact, the very definition of individualized foreign language instruction remains a source of debate. But this is to be expected, for, as Gougher reports in the forthcoming Britannica Review of Foreign Language Education, vol. III, the definition of

individualization is, and must be, pluralistic.[1] It is in the nature of individualized instruction not to force predetermined parameters upon any program. However, certain basic tenets of an individualized approach to instruction do seem reasonably clear and generally acceptable at this point:

1) Individualization implies a learner-centered classroom, in which the needs, abilities, and interests of each learner determine, as much as possible, the nature and shape of the foreign language curriculum.

2) Individualization can be viewed from three perspectives. One can individualize the goals of instruction, the means of attaining those goals, and/or the speed of attaining those goals. An individualized program may involve any or all of these aspects.

3) Individualized Instruction implies tailoring instruction to the needs of learners, regardless of whether they work independently or in groups of any size. The critical qualification is that instruction is given to learners ideally only when they require and/or request it, since it is only then that they are best able to benefit from it.

The Stanford Conference will hopefully not be the last professional conference to concern itself with individualized foreign language instruction. The reality which motivated the Stanford Conference is that individualization is here and now, and this is probably a good thing. It may force us to rethink our own goals for teaching foreign languages to American students, and it may help us to appreciate what young people on this global village seek to discover in foreign language study. As Lorraine Strasheim has indicated, the passing of the era of the college foreign language requirement has spawned a new era: that of the student's own requirement.[2] To the extent that the Stanford Conference and future professional meetings help to provide foreign language teachers with the skills and knowledge to meet this new challenge, such conferences serve a valuable function. We believe this challenge can and will be met.

H. B. A.
R. L. P.

Stanford University
July, 1971

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[1]Ronald L. Gougher, "Individualization of Foreign Language Learning: What Is Being Done?", in Dale L. Lange, ed., Britannica Review of Foreign Language Education, vol. III. Chicago: Encyclopedia Britannica, Inc., 1971 (forthcoming). Appreciation is expressed to Professor Gougher for supplying us with a copy of his manuscript.

[2]Lorraine A. Strasheim, "Foreign Language: Part of a New Apprenticeship for Living," NASSP Bulletin, January, 1970, 91-92.

ACKNOWLEDGEMENTS

We are most grateful to Dr. Richard Thompson, Acting Director, Division of Foreign Studies, Institute of International Studies, United States Office of Education for his kind assistance and encouragement in making the Stanford University Conference of Individualizing Foreign Language Instruction a reality.

Many people were of great help in the planning and execution of this Conference, and we would like to offer special thanks to Richard C. Still, Associate Dean for Administration, School of Education, Stanford University, to William Smeltzer and Roger Williams of Stanford's Educational Media Unit, and above all to Miss Kaye Storm, who served most efficiently as Conference secretary and general factotum.

SECTION I

WHAT DO WE KNOW ABOUT INDIVIDUALIZED FOREIGN LANGUAGE INSTRUCTION TODAY?

1) The Current State of Individualized Foreign Language Instruction: A National Perspective - Donna Sutton, The University of Toledo

2) The Attitudes of Students and Teachers to Individualized Foreign Language Instruction - Robert A. Morrey, San Mateo (California) Unified School District

3) An Administrator's Perspective on Individualizing - Arvel B. Clark, Principal, Oak Grove High School, San Jose, California

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7) Psychological Perspectives on Individualizing Foreign Languages - Leon A. Jakobovits, McGill University

THE CURRENT STATE OF INDIVIDUALIZED FOREIGN LANGUAGE INSTRUCTION: A NATIONAL PERSPECTIVE

Donna Sutton
The University of Toledo

In December, 1970, I completed a feasibility study of individualized foreign language instruction in thirty-four high schools throughout the United States. As a part of that study I attempted to examine the nature of individualized foreign language instruction. Initially, the schools were identified through letters sent to state foreign language supervisors and through correspondence with colleagues. As each program was identified, a letter was sent to the school in an attempt to obtain an indication of the type of individualized instruction being used. If it was simply of the type that combined third and fourth year classes and gave the students different literary assignments, or that allowed exceptional students to do a certain amount of reading on their own, the programs were eliminated as not being sufficiently innovative to warrant further investigation. Such practices have been going on for a very long time.

Let me give you an overview of the types of individualized programs that were identified and included in the final study.

Frequently when individualized instruction is mentioned, the first thought that comes to mind is the use of programmed instruction. Indeed, a number of the programs do use some type of programmed materials. But today most schools using programmed materials are supplementing the students' solitary activities with at least small-group conferences. In a number of schools where programmed materials are in use, students work with other students when it is desirable; the teacher or teacher aide is available for questions and explanations, and usually the teacher supervises or administers the final testing.

Sometimes the basic materials are not materials which were originally intended to be programmed, but are commercially available texts divided into "packets" or "units," and these are used very much like programmed materials. Teachers take the basic text and rearrange the material into small units that students can use by themselves or with other students.

Media are being used - in some cases for the entire program. One program I visited uses media for almost all of the teaching, and the teacher does the evaluation of the students. There are whispers about the tremendous cost of the program, but if these materials were available commercially, programs might even cost less to individualize.

One of the more interesting approaches I found is an attempt to provide foreign language instruction in isolated areas of Colorado

with a total high school population of fewer than 500 students, and even as low as from forty to sixty students in some cases. Obviously these schools are hard pressed to provide any foreign language study for their students, let alone a choice of languages. The program at the University of Colorado, under the direction of David Mercer, uses texts, workbooks, videotapes and audiotapes, and has teacher contact through a two-way amplified telephone conversation once a week. I have just received the results of this study and the students did as well as, or better than, a control group when tested with a standardized proficiency test.

This approach offers a number of possibilities for providing instruction not only in the "common" foreign languages in small schools with small foreign language enrollments, but also for offering instruction in little taught languages in high schools of any size. Hyde Park High School in Chicago is using a similar approach. The students study alone using texts and programmed materials and then once a week a visiting teacher comes into the school to answer questions and evaluate the students' progress. In similar ways schools in the United States are now offering such languages as Yoruba, Swahili, Yiddish, Chinese, Polish, and Hausa.

Some of the programs keep the students together in large groups or in the regular classroom situation for a period of time ranging from a few weeks to two years, before dividing them for individualized instruction. Certainly, since there is a basic core of phonology, structure, and vocabulary that must be mastered in order to use a foreign language with any degree of pleasure or proficiency, the practice of presenting these "basics" first while keeping the group together until at least some of the material is mastered, seems justified.

At various points in the program, starting again after the first few weeks in some schools, and not for up to two years in others, individualizing by interest is introduced. The possibilities in this area seem to be limitless. Academically oriented students might study inter-disciplinary courses, prepare for the advanced placement test, or join the cadet teacher corps and serve as aides in the foreign language department. Vocationally minded students may elect to take FL courses to prepare them for secretarial duties abroad, for hotel and resort management, for serving as an airline steward(ess), for the import-export business, or even to study military terminology in German. Culturally interested groups may prefer to study folk tales, cooking, music, art, or child-rearing practices - just to mention a few of the possibilities. One school I visited hopes to have some fifty such courses available for the students to choose from next year. They have adopted the name "Mini-Courses" for this concept.

Multi-level grouping by phasing or ability-placement continues to be a popular pattern for individualizing when there are sufficient students and teachers to make this feasible.

A number of larger schools are also using differentiated staffing. Teams are composed of master teachers, staff teachers, and teacher

aides, who may be non-trained local natives, or native aides direct from foreign countries. Many departments have secretarial help available. It is indeed possible to assign a number of the duties of the teacher to less expensive personnel without depriving the students of the teacher's guidance.

Another concept which is being implemented with much success in some programs, and which does not have to radically disturb the normal functioning of the school, or even have the cooperation of other teachers, is the "open classroom" concept.* Several teachers have reported implementing an "open classroom," and I am sure that many others are currently experimenting anonymously with such techniques. Implementing an open classroom requires that the teacher re-think the premises behind his program. In an open classroom, instructional tasks may be divided among the teacher, the available equipment, and the students. The furniture in the classroom is often re-arranged to form appropriate work and storage areas. One teacher has added to the informality and reality of the conversation area of his classroom by installing a davenport where students gather for conferences and conversation in the foreign language.

Another manifestation of this basic concept is the German program of Gerald Logan, Live Oak High School, Morgan Hill, California. He has a really open classroom - all levels of German may be,and often are, scheduled into his classroom during every period of every day. By providing multiple scheduling options for students, he has prevented scheduling problems from serving as a deterrent to enrollment, thus satisfying both his students and the school administration.

Numerous approaches are being used to make programs and subject matter more individualized. Some schools use written contracts between students and teachers, or sometimes between the student, his teacher, and parent. Others allow students to proceed through their materials at their own pace. Most of the programs in this survey can be proud of their innovations. All of those programs I examined, where careful and thoughtful planning preceded the implementation of an individualized curriculum, have had so far a reasonable and encouraging degree of success. Unfortunately, there are a few schools in the study which entered into conditions of individualized instruction one Monday morning apparently without spending more than the previous Friday afternoon in planning and discussing their objectives for individualizing. Needless to say, these programs are not producing desirable results.

After identifying and investigating reputedly individualized instructional programs to be certain they were using practices that could be judged innovative, I sent a questionnaire (see Appendices A and B) to thirty-four schools in an effort to have them describe and evaluate their programs in a more systematic way.

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* see Herbert R. Kohl, The Open Classroom: A Practical Guide to a New Way of Teaching. New York: Vintage Paperback, 1969.

I might add that since completing this study in December, 1970, I have had a number of other innovative programs brought to my attention. Thus, although this study is relatively recent, the information may be considered already somewhat dated.

The first two questions were asked in an attempt to get an indication of the types of schools that were responding to the questionnaire. Schools of all sizes are represented, in all types of geographic areas, and in almost the same proportions as one would expect from examining all high schools in the United States.

Item 3 inquires about the type of school schedule used. It is interesting to note that only about one-third of the schools having individualized foreign language instruction are also under flexible scheduling.

Item 4 inquires about which foreign languages are offered in the total program, and which "levels" of each language. Item 5 limits the information sought in item 4 to foreign language programs using individualized instruction. Comparing these two items indicates that the languages not usually taught in conventional school programs, e.g., Japanese, Italian, Greek, and Pre-French,* are 100% individualized in this sample. Schools reporting these languages have also indicated in Item 16 (i.e., "Reasons for Using Individualized Instruction") that small enrollments were a factor in their decision to individualize. English as a Foreign Language also has a high percentage of individualization, 81.8%. It is probable that this is also because of small enrollments.

Spanish, at 51.4%; French, at 46.2%; German, at 48.8%; and Spanish for Spanish Speakers are all individualized in about half the schools reporting. In Spanish, French, and German some reasonably good materials have been developed for individualization, and a number of schools using individualized instruction have also had success in adapting conventional materials in these languages for individualization by dividing the materials into "units" or "packets."

Items 6 and 7 compare the total percentage of students studying a foreign language with the percentage in individualized foreign language programs. The two schools reporting that 100% of their FL students are in individualized programs are both in the category of schools with less than 500 students, as is one of the schools reporting in the 75-100% category. The other school in the 75-100% category is at the other extreme, with over 3,000 students. Perhaps in the latter case, individualization is in response to the "numbers problem," i.e., too many students and too few teachers. A few years ago this was a widespread problem because of the teacher shortage. More recently it continues to be a problem because of shrinking budgets.

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* Pre-French is the name given to a beginning French course in one junior high school included in this survey.

Under item 8, schools are asked to indicate what types of students are enrolled in individualized foreign language classes. Twenty schools claim "all students," nine, "all interested students," three, "all highly motivated students," one, "low ability students," and two, "students needing remedial help." In a questionnaire I sent to a panel of authorities as another part of this feasibility study, the authorities unanimously agreed that all students should be included in individualized foreign language study, regardless of their ability.

Item 9 called for an indication of the number and type of staff positions in the FL program. It was impossible to give a tabulation because several of the schools checked only the type of personnel used and did not record their number. The purpose of this item was to determine how many of the schools were using the concepts of differentiated staffing and team planning. A reasonable estimate can be made when this item is reviewed in conjunction with other items. It seems that these concepts are being implemented extensively in larger schools, where there are likely to be larger foreign language departments.

Items 10, 11, and 12 concern how students spend their time in the FL classroom. By comparing these items, it is apparent that under a system of individualized instruction the classroom teacher does not spend as much instructional time per student as in a conventional system (although the teacher's total time spent in instructional duties may be as great as, or even greater than, what he spends in a non-individualized classroom).

Item 13 suggests that the schools are using a wide variety of techniques and approaches to adapt instruction to individual differences and interests.

Item 14 concerns the nature of available curriculum materials. The responses indicate that even departments using programmed materials as their principal source of instruction are supplementing these materials with a wide variety of media and other types of materials. This area seems to be limited only by the teacher's initiative and imagination.

Item 15 illustrates that schools are able to incorporate individualized FL instruction into their physical facilities without extensive structural remodeling. Most of the schools are using space that would be available for FL study in any case. Most schools already have language laboratories, although they may need to be dusted and put in working order. Resource Centers can be established as a part of the FL classroom if necessary, or as a section of the library. Study carrels can be constructed in classrooms, in the library, or even in the corridors of the school.

Item 16, which has been mentioned above, solicits information about the reasons behind a foreign language department's decision to implement individualized instruction. As might be expected, the most often cited reasons are to provide for varying abilities and to provide

for varying degrees of interest in learning a foreign language. Remedial help and enrichment are the second most frequently indicated reasons.

Item 17 concerns who does the planning for the program. Twenty-seven of the respondents report that they are giving students a voice in planning their own education. Again, my panel of authorities agrees with this practice.

Item 18 concerns the number of years the program has been in progress. The majority of individualized programs are relatively new. Twenty-five (of the thirty-four) departments in the survey indicate that their individualized program has been in operation no more than three years.

Item 19 asks who initiated the program. More often than not, the idea has come from one or more foreign language teachers (as opposed to school administrators or guidance counselors). From my correspondence with schools and my visitations, I have observed that frequently one person is basically responsible for the development of the entire program, regardless of its extent, and also that individual teachers often develop elaborate programs on their own.

Item 20 inquires about the evaluation of students. Obviously, the schools responding to this questionnaire are using a wide variety of testing procedures. The next two items were an attempt to find out more precisely what tests were being used and their results. Respondents were asked to react freely to:

> What standardized tests or attitude inventories have you used? What were the results of these tests?

Most of the programs are doing quite a bit of testing both for aptitude and proficienty. A number reported using attitude questionnaires and scales developed by Lambert et. al. with their students. None reported that their students were "learning less." Eight reported such evaluative comments as "Outstanding," "College Board Scores reported to be favorable - above 600," "Students were well above in skills," indicating that these teachers felt that their students were "learning more." The remainder either did not yet have results available, or they reported that their students were achieving about the same as they would under "regular" classroom conditions. One person stated: "Standardized tests may not provide evaluative data on many of the objectives of these programs." It appears that if all students are admitted, regardless of academic ability or foreign language aptitude, some may not do as well when compared with norms established for students who study in non-individualized programs. Evaluation of students under conditions of individualized instruction is an area that needs further research and consideration. Perhaps some of the data which are found in the second part of the questionnaire (see Appendix B) will shed some light on this issue.

In the second portion of the questionnaire all of the first ten items deal with students' reactions to the program. The entire ques-

tionnaire, however, was filled out by the teaching staff, who were asked here to put themselves in their students' places. Their responses to these items suggest that students are much better satisfied with their FL instruction than is usually the case in non-individualized programs. Only a few responded negatively to any of the items. Naturally, these are largely subjective assessments on the teachers' part; however, it is assumed that teachers are usually sensitive enough to their students' reactions to evaluate these items with considerable accuracy.

Items 11-13 have to do with the teachers' own reactions. Again, the responses are favorable. Most teachers feel basically effective in their role in an individualized program, but some suggest that they do not have sufficient time to cater to individual needs whenever necessary.

Items 14 and 15 have to do with administrators' and parents' acceptance of individualized instruction. A number of the respondents have not marked item 15, because in many cases teachers are still issuing letter grades for their students, even though these grades may mean something different from those given in a conventional classroom.

Items 16-19 concern means of presenting instruction and curricular materials. In interpreting item 16 there is also the possibility, not provided for in this poll, that some of the respondents are not aware of what materials are available, although it is logical to assume that teachers reacted solely to what they themselves had at hand. There is also the question of budgets; some schools cannot afford to buy what teachers would like to use with their classes.

Clearly there is a need expressed for better materials. It is interesting that under item 17, twenty-five respondents have indicated that present materials can be successfully adapted for individualization by division into "packets" or "units." This could mean that as an expedient certain texts might be divided commercially and distributed without extensive rewriting of the basic materials.

Under item 19, most respondents agreed that programmed materials should constitute only a part of the total program. Again this agrees with the opinions of my panel of authorities.

Item 20 confirms that respondents' programs are subject to constant re-evaluation, although the nature of these evaluations and the manner by which they are carried out were unfortunately not investigated in this poll.

The next 7 items ask the respondents to make a subjective evaluation of their programs.

Item 1, when compared with item 4, is encouraging. According to these results, many teachers feel that students are learning more FL than would be the case in a conventional program, and are in general spending no more time (or possibly even less time) in accomplishing

their learning tasks.

Most teachers have agreed that the cost of individualization in teacher time is more, although item 3 indicates that the cost in teacher time decreases as the program continues to develop and mature. Comments from the teaching staff suggest that somewhere between the third and fourth year of existence for an individualized program, teachers may be able to conduct their programs with less effort. There are so few programs represented in this poll, however, that this observation should be interpreted with caution, since it can be assumed that the amount of effort a teacher must expend depends a great deal upon the individual teacher, upon the amount of other assistance available in the school, and upon the nature of the materials used.

The responses to items 5 and 6 suggest the duties which administrators perform in an individualized FL program require no additional expenditure of time, but that the time required for clerical work and record-keeping is increased. Again, those programs that have been in progress for 3-4 years have solved their record-keeping problems, often by involving students in the process.

In the last section of the questionnaire, teachers were asked to assume the role of students, parents, and administrators, as well as their usual role as classroom FL teachers, and to react to individualized FL instruction from the perspective of each of these roles. Most teachers indicated that students, teachers, parents, and administrators in general prefer individualized instruction, an opinion substantiated by Robert A. Morrey's survey of student and teacher attitudes to individualized FL study in Northern California. [eds. note: see Morrey paper below.] The respondents seemed uncertain in reacting from the perspective of parents; again, it was probably difficult for them to make judgments in this role.

Four teachers indicated that they as <u>teachers</u> dislike individualization. Perhaps what they dislike is the added burden which individualized instruction places on teachers under present circumstances, a possibility suggested by various other items in this questionnaire.

Finally, teachers were asked to respond freely to four open-ended questions concerning fundamental issues in individualization. The first question was:

> What are the most serious constraints to providing for a significant amount of individualized instruction in the high schools?

Lack of money was mentioned by 8 respondents; lack of time, 9; lack of teachers, 5; lack of personnel, 4; lack of materials, 10; lack of adequate facilities and equipment, 12. Hence, lack of materials, facilities and equipment appear to be the most significant constraints. The rigidiy of teachers was mentioned 8 times. If the situation as a whole were reviewed, this final figure could be even higher.

Lack of student motivation was only mentioned twice. This does not seem to be a prevalent problem; indeed, the vast majority of the respondents indicated elsewhere on the questionnaire that students were more motivated in individualized programs and twenty-five of the thirty-four teachers felt that student behavior problems had decreased.

Administrative attitudes, requirements, record-keeping, and evaluation were mentioned as constraints only 5 times collectively; therefore, we conclude that administrative details, too, are not a major problem in these schools.

Eight respondents mentioned scheduling problems as an additional constraint, but some of those who mentioned lack of time might also have been referring to scheduling problems.

Thus, according to this questionnaire, a lack of materials, facilities, and equipment, as well as a lack of adequate time for instruction and preparation impose the greatest restrictions upon a school's ability to provide for more individualized instruction.

Having anticipated that available materials and equipment might be viewed as problems, we formulated the next question:

> What means of presentation and what materials are especially needed?

A need for materials to be used with electromechanical equipment (i.e., "software") was much more frequently mentioned than a need for equipment itself. There seems to be a shortage of appropriately programmed materials, or pre-prepared curriculum units geared to the high school level. There were many requests for materials that students can use themselves for independent study.

A number of teachers indicated a need for information about techniques of instructing small groups versus large groups, as well as information on how programs can be organized.

The next question was:

> What are your problems of record-keeping?

From the literature and from correspondence with teachers in the field, I had anticipated that record-keeping would be a problem. However, only 11 of the respondents indicated having any difficulty in this area. Most of the more experienced teachers appear to have solved their problems, either by using paraprofessionals or teacher aides, or by delegating some of the record-keeping responsibility to the students themselves.

The response to the final question was the most encouraging of all.

> Do you predict your school will continue the program? Why or why not?

All of the respondents were enthusiastic about continuing. In only one school is there a suggestion that the program may not continue, and that is because the teacher in charge will be leaving to raise a family. Otherwise, even those teachers who have stressed the problems and shortcomings of individualized instruction, and have indicated that they feel overworked, want to continue. Many indicated that they intend to expand their programs. One teacher wrote: "Yes - everyone who tries it, likes it." This was the general tone of all of the responses. Although materials and adequate means of presentation are scarce, a strong, industrious, and creative person seems to be able to overcome these shortages. The generally favorable and enthusiastic response to this item supports the proposition that individualized foreign language instruction is indeed feasible at this time, if teachers in charge of programs are willing to face the at least short-term probability of extra work.

APPENDIX A

QUESTIONNAIRE SENT TO THIRTY-FOUR HIGH

SCHOOLS USING INDIVIDUALIZED FOREIGN LANGUAGE INSTRUCTION

(Results obtained indicated in the spaces provided)

Directions:

Check the appropriate blank that best describes your school and program. You may need to check more than one blank under some of the items.

1. School size

2 3,000+ 4 2,000-3,000 17 1,000-2,000

7 500-1,000 4 500 or less

2. District

11 Urban 18 Suburban 5 Rural

3. Type of school schedule used

22 6, 7, or 8 period day 1 Stanford School Scheduling System

6 Modular 3 Modified Modular 1 Revolving

1 No answer

4. Foreign languages and levels of foreign languages offered

English (as a FL)	7 I	2 II	1 III	1 IV		
French	28 I	27 II	27 III	23 IV	14 V	2 VI
German	24 I	23 II	20 III	15 IV	7 V	1 VI
Latin	24 I	22 II	16 III	12 IV	4 V	
Spanish	33 I	33 II	28 III	26 IV	15 V	1 VI
Russian	5 I	5 II	2 III	1 IV	1 V	
Portuguese	1 I	1 II				
Greek	0 I	1 II				

Pre-French* 1

Spanish for Spanish speakers 2 I 2 II 2 III 1 IV

Hebrew 2 I 1 II

Italian 1 I

Japanese 1 I

5. Levels of foreign language using individualized instruction

English (as a FL) 6 I 1 II 1 III 1 IV

French 10 I 13 II 12 III 12 IV 8 V 1 VI

German 11 I 12 II 10 III 7 IV 4 V

Latin 8 I 8 II 6 III 5 IV

Spanish 18 I 17 II 15 III 13 IV 7 V 1 VI

Russian 2 I 0 II 1 III 1 IV

Portuguese 1 I 1 II

Greek 0 I 1 II

Pre-French* 1

Spanish for Spanish speakers 1 I 1 II 1 III

Hebrew 1 I

Italian 1 I

Japanese 1 I

6. Percent of students studying foreign language in your school

2 100% 5 75-100% 15 50-75% 7 25-50% 5 10-25%

15 10% or less

7. Percent of students studying foreign language that are engaged in individualized study

2 100% 2 75-100% 4 50-75% 5 25-50% 6 10-25%

15 10% or less

* see footnote above, p. 5.

8. Individualized instruction is provided for which of the following groups of students

20 All students 5 High ability students 0 Average ability students 1 Low ability students 9 All interested students 3 All highly motivated students 2 Students needing remedial help 1 Transfer students

Other responses: 1 Advanced students; 1 No answer

9. Number and type of teachers and assistants used (Please write the number in the blank at the left.)

____ Master's degree teachers ____ Certified teachers

____ Teacher aides ____ Clerks or secretaries ____ Student assistants Other _____

10. When individualized instruction is used, what percent of the students' school time is spent working individually or with other students without an instructor or aide:

1 100% 5 75-100% 7 50-75% 7 25-50% 9 10-25% 5 10% or less

11. What percent of the students' time is spent with an instructor?

0 100% 3 75-100% 7 50-75% 9 25-50% 10 10-25% 5 10% or less

12. What percent of the students' time is spent with a teacher aide?

0 100% 0 75-100% 0 50-75% 2 25-50% 7 10-25% 16 10% or less 9 None

13. Types of student groups used

11 Students ability grouped in classes of 20-30 students

22 Small groups of students (5-6) 25 Independent study

24 Students studying alone through pre-arranged sets of materials

16 Students studying different literary works in the same class

7 Students studying special interests (FL for business, science, history, art, etc.)

Other responses: 1 - Groups from 5-20 students; 1 - Student tutors; 1 - Conversation groups in German home; 1 - Cultural interest groups (letter writing, arts and crafts, art appreciation, legends, dancing, singing, and cooking).

14. Types of individualized instructional materials and equipment used

22 Programmed materials 4 Television 0 Computer-Assisted Instruction 26 Regular texts divided into units or packets 23 Locally prepared materials 24 Enrichment materials 18 Films 0 8 mm. cartridge films 21 Filmstrips 8 Videotapes 17 Slides 27 Audiotapes 20 Records Other responses: 1- games; 1 - Telelectures (Amplified telephone); 1- Transparencies; 1- Readers; 2 - Cassettes; 1 - Language Masters; 1- Dial Access; 1- Bilingual aide

15. Physical facilities used

29 Regular classrooms 26 Study carrels 13 Library 19 Resource center 26 Language Laboratory Other responses: 1 - Language lab carrels and wireless lab in one part of the room.

16. Reasons for using individualized instruction

2 Isolated area 10 Remedial 17 Enrichment 6 Transfer students 5 Small number of students interested in FL 6 To provide for special interests (FL for business, science, history, art, etc.) 30 To provide for varying abilities 22 To provide for varying degrees of interest in learning the FL

17. Planning is done by

24 Teacher and student 3 Student 13 Teacher 13 Groups of teachers 15 Materials followed sequentially Other responses: 1 - Supervisor and student

18. The program has been in progress

6 1 year or less 12 2 years 7 3 years 9 4 years or more

19. The program was initiated by

19 Foreign language teachers 2 Guidance counselor 11 Administrators 0 Students Other responses: 1 - Department Chairman; 1 - Latin teacher; 1 - German teacher; 1 - Entire faculty; 1 - Principal and teacher

20. Evaluation of students

12 Pre-tests 22 Post-tests 17 Achievement tests 16 Progress tests 10 Proficiency tests 21 Periodic teacher made tests 30 All skills are tested (Reading, writing, listening comprehension, and speaking) 28 Students are aware of their own progress 17 Students are aware of the progress of other students 23 Students are tested frequently

21. What standardized tests or attitude inventories have you used?

_____

_____

22. What were the results of these tests?

_____

_____

APPENDIX B

Directions:

Answer the rest of the questions from your observations and experiences. Please mark the following statements true or false using T or F in the blank on the left. (A column for "no response" has been added because a number did not mark every item in this section. It should be noted that none left the entire section blank. The "no responses" represent different people in each case.)

When individualized instruction is included as a regular part of the foreign language course...

N/R	T	F	
8	20	6	1. Students continue foreign language study for a longer sequence.
7	19	8	2. The drop-out rate is decreased.
3	22	5	3. Students have more favorable attitudes toward the culture and people whose language they are studying.
2	31	1	4. Students seem to enjoy foreign language study more.
6	26	2	5. Students are more motivated.
10	16	8	6. Students do not miss the competition of their peers in the classroom.
7	21	6	7. Students are able to assume responsibility for their own direction.
6	22	6	8. Students learn as much or more subject matter as they learned before.
5	25	4	9. Student behavior problems have decreased.
2	31	1	10. The program provides better for differing abilities.
7	23	4	11. Teachers are able to adjust to new routines and practices in order to implement individualized instructional programs.

N/R	T	F		
6	20	8	12.	Teachers feel more effective.
4	20	10	13.	Teachers have more time to provide for the needs of individuals.
3	25	6	14.	Administrators provide schedules and necessary facilities to provide for the mobility of students and their needs.
13	12	9	15.	Parents accept levels of achievement or progress reports in the place of grades.
5	13	16	16.	Means of presenting instruction and materials that now exist are satisfactory.
7	25	2	17.	Existing materials divided into packets or units can be used successfully.
7	10	17	18.	Programmed materials can be used effectively for the total program.
8	24	2	19.	Programmed materials should be used as only part of the total program.
1	32	1	20.	Your program is subject to constant program re-evaluation.

Directions:

For courses in which individualized foreign language instruction is in regular use, evaluate the results in each area listed as more, the same, or less than in conventional teacher-directed instruction. (Again, a column for "no response" has been added. Again, it should be noted that none left the entire section blank.)

N/R	More	Same	Less	
5	20	6	3	1. The amount of subject matter learned
2	25	5	2	2. The cost of the program in teacher time
4	15	9	6	3. As the program continues--the cost in teacher time
4	7	15	8	4. The cost in student time
4	10	13	7	5. The cost in administrator time
5	17	9	3	6. The cost in clerical work and records
3	20	8	3	7. The cost in dollars

Directions:

Mark your opinion of the reaction of each of the following groups to individualized instruction. (Again a column for "no response" has been added.)

N/R	Prefer	Same	Dislike	
3	29	2		1. Students
4	21	5	4	2. Teachers
8	17	9		3. Parents
3	24	5	1	4. Administrators

What are the most serious constraints to providing for a significant amount of individualized instruction in the high schools?

What means of presentation and what materials are especially needed?

What are your problems of record keeping?

Do you predict your school will continue the program? Why or why not?

ADDITIONAL REMARKS AND DISCUSSION

Elton Hocking:

In connection with the shortage of materials you mention for use with equipment, what equipment was most generally used and where is the shortage of materials most acute?

Donna Sutton:

The equipment used was primarily tape recorders and Language Masters. However, I found a number of programs using videotape recorders for initial presentations, for example, in the teaching of phonology. In addition, the overhead projector was used extensively, if rather conventionally. Tapes commercially prepared to accompany texts were probably used more often than other "software," although many teachers were supplementing these with tapes that they had made themselves. In many cases, students transferred commercially prepared tapes to their own cassettes for independent study at home.

THE ATTITUDES OF STUDENTS AND TEACHERS TO INDIVIDUALIZED FOREIGN LANGUAGE INSTRUCTION

Robert A. Morrey
Capuchino High School, San Bruno, California*

In the last two or three years interest in individualizing instruction in all areas of the curriculum has increased dramatically. Two years ago when Donna Sutton started a survey to locate and describe individualized foreign language programs, there was very little professional literature on the subject (Sutton, 5). Now one need only open most issues of professional journals in the fields of curriculum development or foreign language education to find some mention of this topic. Much of what is now being said, however, is still based on theory and opinion, with very little objective evidence that individualization of instruction is effective for, or even preferred by, students. In a paper appearing elsewhere in this report, Albert Valdman presents several criteria by which individualized programs may be evaluated (Valdman, 6). His criteria suggest procedures for obtaining objective measurements on achievement in the cognitive domain, but they barely consider the possibility of affective measurements. In an attempt to determine more about attitudes toward individualized foreign language instruction, I was principal inverstigator in a survey, conducted during 1970-71, of ca. 1200 students currently engaged in such programs in five high schools in Northern California, and I also interviewed the teachers of these students.** The following report deals primarily with student attitudes as expressed on two questionnaires; brief remarks on teacher impressions are also included later in this report.

Student Attitudes

Description of the Instruments

This survey of student attitudes was undertaken to gather data on three general areas of concern:

1. Do students hold positive or negative attitudes toward their current individualized programs and are these attitudes subject to change during the year?
2. What strengths or weaknesses do students identify in their individualized programs?
3. If student attitudes differ in different programs, what instructional factors may be responsible?

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* currently teaching at the College of Notre Dame, Belmont, California

** Survey conducted in collaboration with Howard B. Altman. Additional implications of the survey are cited in H.B. Altman and R.A. Morrey, Individualizing Instruction in Foreign Languages: Theory and Practice. Rowley, Mass.: Newbury House Publishers (forthcoming).

The survey consisted of two questionnaires, the first of which was administered on the first day of class in September, 1970, and the follow-up form was given in April, 1971 (see Appendix A for a copy of the April questionnaire). Since one of the purposes of the survey was to determine if changes in attitudes occurred during the course of the year, two essentially parallel forms were needed. In comparing the September questionnaire with the April one, the reader is advised that four slightly different forms of the September questionnaire had to be employed but only one in April. The main variations between the forms of the September questionnaires were related to the fact that many of the beginning students had either never studied a foreign language before or had never had any experience with an individualized program, and thus could not be expected to express specific feelings about such a program.

The initial eight questions were the same on all September forms; the final two or three questions varied slightly depending on whether the students had had (1) no previous training in the present foreign language, (b) previous training in a non-individualized class, but not in an individualized one, (c) previous training only in an individualized program, and (d) previous experience in both a non-individualized and an individualized program. The data from the September questionnaire indicated that 15% of the students fell into category (a) and practically none into category (c) (only 3%), while the rest were about evenly divided between categories (b) and (d). By April over 82% of the students had studied the foreign language under both a non-individualized and an individualized system; hence, only one questionnaire was considered necessary (although provision was made to consider separately at some future date the data of the 18% who had studied only under an individualized system).

The first six questions on all the September forms, and with minor changes in format, also on the April questionnaire, were patterned after the questions which appeared in the Jakobovits "Attitude for Learning FLs Scale" (Jakobovits, 1; p. 277). These questions were designed to provide a measure of student attitudes toward learning their foreign language. Question eight was the same on the September and April questionnaires except that in April the students were asked to check off from a set of 26 possible answers the three most important reasons for their taking the foreign language. This list of possible answers was compiled from the freely constructed responses which students had written for the same question in September. Question nine, taken from Jakobovits' "Desire to Learn French Scale" (Jakobovits, 1; p. 272) and designed to elicit student preference for their foreign language course, was inadvertently omitted from two of the four forms in September, but it did appear on all of the April questionnaires. The format for questions 12-14 differed a bit from the September questionnaire, but the same information was elicited; namely, what were the good and bad features of the student's current program.

In addition to the above questions which appeared in the various form on both questionnaires, certain supplemental information was obtained from the April questionnaire. Questions seven and eleven were

designed to determine which one of the five "solid" subjects (English, Math, Science, Social Studies, and Foreign Language) the student would elect to drop if he either had to, or were permitted to, drop one of them. Question ten (see Appendix A) did not provide any useful information. Question thirteen was intended as a measure of student reaction to a hypothetical foreign language program in which instruction was presented in non-individualized classes for the first year with subsequent years individualized. The question was potentially valuable as an indicator of what percentage of students would agree with this type of system, but because it was poorly designed, it was impossible to determine why students reacted negatively to the proposal. (Some students seemed to want only individualized classes and others only non-individualized ones.)

Since the data were analyzed by hand, time permitted a comparison of students on only one dimension. Thus, while a comparison of all beginning FL students in a school with advanced students (third, fourth and fifth year students) might provide interesting results, certain student comments indicated that a comparison of student scores (from all "levels") for one teacher with student scores (from all "levels") for other teachers might prove more fruitful. Therefore, in the following discussion of the results, averages or mean scores were computed for all the students of each teacher, and these teacher-means are presented in the tables. The data for Teacher 10 may be biased because the regular teacher went on leave in the middle of the year and had to be replaced.

Results

The simplest data to interpret and, as it turned out, the most important in later analysis, come from question nine. In this question students were asked to express their preference for their current foreign language course on a seven-point scale in which "one" indicated that the course was the most preferred among all current classes and "seven" the least preferred. Unfortunately, as mentioned above, this question was omitted from the September forms for students in categories "c" and "d" (which included a majority of the advanced students). Thus when weighted means were computed for the existing September student scores for each teacher, two sources of error entered: the first source of error was the fact that the means were not based on the whole sample (i.e., student scores were not available for students in categories "c" and "d"); the second source of error was that the partial sample used was not a random sample, but was one which excluded a majority of advanced students (who tended to prefer their foreign language classes more strongly than their less experienced peers). Since a smaller mean score indicates greater preference for the foreign language class, the means for the September data are probably somewhat large.

(Insert Table 1)

The data from the April questionnaire, on the other hand, were collected for all students, and the means here accurately reflect student opinion in April, Because of this greater accuracy, among other reasons, the

Table 1

Between-Teacher Comparison of Student Preference for Their Foreign Language Course
(Question #9)

September Data

Teacher	Total Sample Size	Sample Size Question #9 Data	Question #9 Means
1	31	31	3.63
2	226	101	3.76
3	54	25	4.16
4	133	93	3.70
5	94	35	3.74
6	35	35	3.52
7	178	62	3.58
8	109	19	(4.90)
9	131	80	4.38
10	121	90	3.58
11	146	92	4.60

April Data

Teacher	Sample Size	Means
1	42	3.12
2	191	3.37
3	62	3.44
4	97	3.52
5	87	3.64
6	19	3.84
7	118	4.16
8	98	4.25
9	130	4.43
10	93	4.60
11	128	5.17

means of student preference from the April data were used as a basis for assigning teacher numbers in Table 1 and in the succeeding tables. (Teacher number 1 is, then, the teacher whose students indicated the greatest preference for their foreign language classes in April, while Teacher 11 had students who on the average least preferred their foreign language classes.)

A closer examination of the April data indicates that the means had a range of 2.05 (from 3.12 to 5.17) while the September data showed a range of only 1.08 (from 3.52 to 4.60; the mean for Teacher 8 was not considered since it was based on only one first-year class, or about 17% of the total number of students for that teacher). This information suggests that student preference was more nearly the same in September and that some change occurred during the year. That such a change in attitude did occur is further verified by the fact that the September means for Teachers 1-5 are uniformly lower in April - indicating increased preference for the foreign language class - while the means for Teachers 6-11 (with the exception of Teacher 8) are higher in April - suggesting decreased preference. The data from question seven also support this last statement. As Table 2 shows, the percentage of students who indicated they would drop their foreign language course before any of their others "solids" generally increases as the student preference for the class decreases. The above data

(Insert Table 2)

suggest that while the classes differed to some degree in September, by April student attitudes had become more positive in about half of the classes and more negative in the other half. The analysis of the remaining data will lead to a clearer picture of how the more preferred programs differ from the less desired ones.

When the September data for questions 1-6, which were adapted from Jakobovits' "Attitudes toward Learning Foreign Languages Scale," were compared, no definite changes or patterns were apparent. (See Appendix B for tables of the September and April data for questions 1-6.)

(Insert Table 3)

In Table 3 we can identify a number of "best" features of individualized programs. (In this Table, and in Tables 4 and 7, students were asked to specify up to three answers for each question.) Features 1-4 and 18 were recognized by more than 10% of the students of each teacher as being "good" features of individualized programs. These features are:

1. Ability to move at my own pace and not be slowed down or pushed along by the class pace.
2. Ability to study in depth things I am interested in or need more time for.
3. The lack of pressure to have things done by a certain date.
4. The greater amount of freedom in the class.
18. We had an opportunity to take a test over for a better grade.

Table 2

Percent of Students Who Choose to Drop the Foreign

Language Class in Preference to Other "Solids"

(Question #7 - April)

Teacher:	1	2	3	4	5	6	7	8	9	10	11
Percentage:	19	18	21	15	16	10	22	32	35	26	51

Table 3

Best Features of an Individualized Program
(Question #12-April)

Teacher:	1	2	3	4	5	6	7	8	9	10	11
Feature	Percent of Students of Each Teacher										
1	43	33	68	56	62	52	51	44	49	50	40
2	19	14	24	16	28		20	19	22	11	11
3	24	14	32	23	20	16	12	15	17	18	18
4	14	17	23	19	17	21	25	22	15	26	17
5			11		11			13	11	10	
6							10			10	
7			16								
8		10									
9											
10		14									
11			10	(9)							
12		13								11	
13											
14											
15	10										
16						11					
17											
18	17	17		25	22	37	11	25	23	23	23
19	14									20	(9)
20		(9)	21	15	10						
21	14	(9)		16	13	26					
22	10			(9)	18		14	11			12
23	10	(9)	15	15		21		13			
24	12		18			16					
25											
26						16		12	11	13	16
27	17			14	17	26	15	12	14	27	24
28							(9)	(9)	13	13	16
29											
N	42	191	62	97	87	19	118	98	130	93	128

(The full list of "best" features may be found at the end of the questionnaire in Appendix A.)

In addition, features 20-24 were considered important by students who indicated that they had a more positive attitude toward their foreign language class. These features are:

20. There was a better attitude towards learning in this program.
21. I learned more and understood the language better.
22. I always knew what I had to do to complete a lesson or what a test was going to be like.
24. It was much more fun to learn in this type of a program.

These five features suggest that a positive atmosphere for learning existed in these classes. If we now examine features 26-28 which were chosen by students who expressed a lower preference for their foreign language classes, a marked contrast in attitude becomes evident:

26. I could talk with my neighbors when I wanted to.
27. It was easy to "take a break" if I wanted to.
28. It was easy to goof off if I wanted to.

The above data suggest that a number of students regard the individualized FL classroom as a place to play. A positive atmosphere for learning is much less apparent. This difference in attitude is not attributable to a difference in schools; teachers 1 and 11 and several others in the list are all from the same school. Two possible reasons exist for the difference: first, whatever materials are used are more preferred in one classroom than in another; second, the attitudes and behaviors of the teachers are extremely significant in shaping student attitudes. There is no way at this time to separate the effects of materials from the effects of teachers, but many students wrote comments on their questionnaires and a much larger percentage of these comments dealt with teacher characteristics than with materials. Below follow some statements made by students about their teachers:

> "[The program] is set up in individualized study and the person who set up the individual program is the teacher. This teacher is one of the best teachers around." (Teacher 2)
>
> "I feel that the teacher I have is in no way helping my learning. For when I come with a problem instead of helping me [Teacher 5] just embarrasses me and I feel that's wrong."
>
> "I feel that more can be taught by the teacher who has majored in the language, than by [our] doing the units [independently]." (Teacher 5)
>
> "I enjoy the class; the teacher is good and so are the students." (Teacher 5)
>
> "Everyday the teacher gives us a lecture - we don't get... adequate time to work on packets - so our grade goes down for not getting enough done. The teacher is a hypocrite. The teacher helps only the ones who are so far ahead they don't need help - [the teacher] should be helping the ones who are

far behind. [The teacher] is boring. No variety - everyday the same thing! I think individualized study could be a lot better if we had a half-way decent teacher." (Teacher 9)

"I feel that only a good interesting teacher can inspire a class. I also feel that even if we had that kind of teacher the system would prevent interest from being generated." (Teacher 11)

"I think I would enjoy this class if the teacher were better. I have enjoyed [this language] before when the teacher seemed interested in [his/her] students. [My current teacher] seems too tied up in work other than helping the class. Maybe it is because of independent study. [The teacher] just turns a lot of kids off." (Teacher 11)

"My teacher pushes us - has very little time to explain anything to us and confines us to our seat." (Teacher 11)

One should note that the majority of the above comments do not deal with "teaching" as such but with the teachers' ability to interact with students, in other words, with affective considerations; and it is the ability of the teacher to relate well to his students which, I believe, leads to the establishment of a positive atmosphere for learning in the FL classroom.

If we now look at those features which the students consider the "worst" features of an individualized program, we find that features 1, 4, 5, 7, 17, 19, and 30 are significant for all students. Four of

(Insert Table 4)

the seven "worst" features deal with the problem of self-motivation, namely:

1. It is hard to have enough self-discipline to keep working by oneself.
4. It is easy to get behind the pace needed to cover the "normal" amount of material in a year.
5. There is not enough pressure to keep you working.
7. It is too easy to goof off.

(The full list of "worst" features may be found at the end of the questionnaire in Appendix A.)

Difficulty in developing needed self-motivation is recognized by many students as a major problem area. The following student comments elucidate this idea further:

"Students are able to learn self-discipline and how to budget their time." (Teacher 1)

"It's entirely up to the individual if they can make themselves work or not. A big advantage in the program is that it teaches you more about yourself. You know if you can get

Table 4

Worst Features of an Individualized Program
(Question #12-April)

Teacher:	1	2	3	4	5	6	7	8	9	10	11
Feature	Percent of Students of Each Teacher										
1	31	40	21	31	23	32	27	24	16	36	13
2		14				11		(9)			
3		14	27			21		11		14	
4	38	53	16	26	45	58	24	35	20	29	14
5		(9)		16	14	16	19	13		13	10
6											
7	24	22	18	23	13	47	18	20	14	22	13
8											
9					(9)		12	(9)		11	16
10											
11	10										
12										12	
13		14									
14					15			18	12		17
15					10						11
16					11						
17	10	12		10	33	16	20	22	21	(9)	15
18											
19		(9)	11		11	26	12		17	24	20
20	24		16		16		20				11
21											
22				19			14				
23				11	14						(9)
24								15		11	13

28			10	11							
29											
30	10	10		15	18		17	19	15		14
31					(9)				12	11	

35				(9)			(9)				
N	42	191	62	97	87	19	118	98	130	93	128

through college or not, if you have the drive to make it." (Teacher 2)

"I like [the program] but it's a little hard to make myself work, so I resent it a little." (Teacher 2)

"Some students can't learn to discipline themselves to do the work and need a teacher or someone behind them to keep telling them to do their work, because all the while you're in junior high and grammar school you always have someone there to tell you what to do." (Teacher 7)

"If they go back to having "regular" classes then we will do the work that is assigned and learn at a better pace (with the other kids in the class). Rather than putting off our individualized work." (Teacher 8)

Not all teachers are unaware of the problem either. In a recent communication to the author, one of the teachers in this study wrote that once he had developed sufficient materials and methods he would have to concentrate his energies on motivation.

The other three major "worst" features (17, 19, and 30) deal with the structure of the program and of the materials, and these recognized shortcomings will hopefully be improved as individualized programs mature.

Three features (9, 14, and 24) were mentioned as "worst" by students who preferred their individualized programs least. These features are:

9. I do not think students can teach themselves a foreign language, and they have to in this program.
14. There is too much pressure to complete a certain amount of material by a deadline.
24. The units are too long.

Feature 14 was mentioned by students in one program in which students had to complete certain assignments by specified dates or risk having their grades lowered. Two students' comments will illustrate this grievance most clearly. One student writes:

"Supposedly there is no specific time unit, but since I am slow in picking up a language I need time, if I want to retain that knowledge. I found that one quarter I worked at my speed, retained the knowledge, but was cut back in grade because the number of units I completed did not comply with the majority of my classmates. The next quarter I kept up with the 'right number of units,' but did not retain as much. Ideally in this system you should be compared against yourself rather than your classmates."

Another student describes very clearly the result of this kind of pressure on learning:

> "When you are pressed for a deadline you don't care about learning; you just care about getting the right amount of units finished."

Among the selected "worst" features of individualized FL instruction, an ungratified desire to learn to speak the foreign language was mentioned a number of times in supplemental written comments, although it did not appear very important in the tabulated results (See Worst Features List Number 22). In the written comments students said such things as:

> "[The individualized program] would be better if I had somebody to speak [the language] to." (Teacher 2)

> "I don't feel that I'm learning to speak the language. I'm learning verbs and such, but not how to speak." (Teacher 8)

> "You cannot learn how to pronounce any language with a few pieces of paper stapled together. The tapes do not help - you need a teacher to imitate sounds and to correct you." (Teacher 11)

Up to this point we have considered data pertaining to student preference for their individualized classes, as well as some of the "good" and "bad" features which students identified in their individualized programs. Given the fact that individualized programs do still have such problems as have been enumerated above, what percentage of students would prefer to study a FL in an individualized program, versus in a non-individualized program, if they could begin again in September? This question was asked on the April survey and the results are presented in Table 5. We notice that where the students

(Insert Table 5)

indicated strong preference for their current foreign language class, ca. 75 percent of them preferred to have the individualized format. However, even when the students indicated that they did not particularly like individualized FL instruction, fewer than 50% said they would prefer a non-individualized class, while 30-40% continued to indicate a preference for individualized instruction. Hence, in the programs sampled in this survey, students seem to be more receptive to individualized instruction. One must, however, interpret this result with some caution because some students, who considered the FL classroom a place in which to "goof off" and do little work, also indicated a preference for individualized classes; and other students may have felt that this type of instruction was new and different from their "regular" classes, and <u>therefore</u> preferable.

Additional student opinions about the general organization of the FL course were obtained from question 13, in which students were asked to indicate on a five-point scale whether they agreed or disagreed with the statement: "Students should study a foreign language

Table 5

Student Preference for Individualized or Non-Individualized Foreign Language Courses
(Question #14-April)

Teacher	Percent Preferring Individualized FLC	Percent Preferring Non-Individualized
1	64	19
2	78	12
3	77	3
4	72	15
5	60	30
6	58	21
7	50	43
8	34	33
9	39	38
10	34	50
11	42	41

in a 'regular' class for the first year and thereafter they could study in an individualized program." The percentage figures in Table 6 were obtained by determining the number of students who indicated they agreed with this statement and dividing by the total number of students who answered the question. As we see in this Table, nearly

(Insert Table 6)

40% of the students of all teachers in the survey indicate a preference for studying in a "regular" class for the first year. Presumably this would allow them to acquire a basic foundation in the language before the responsibility for their learning is shifted largely to their own shoulders. This idea is well supported by a significant number of unsolicited comments from students in high-preference as well as low-preference categories. The following comments typify expressed student attitudes:

> "It is hard to start out not knowing anything and having to do it on your own - it would be harder to learn [in an individualized program] and people might get discouraged." (Teacher 2)
>
> "I don't feel that someone can just jump into a foreign language and teach himself for the first couple of years. You need to be taught the basics in a regular class." (Teacher 5)
>
> "Students, at first, need guidance to help them learn how to learn the language and it helps to know the major points about the language before you try to teach it to yourself." (Teacher 7)
>
> "After you learn the main parts of the language it would be easier to study the detailed, harder things by yourself." (Teacher 9)
>
> "It is much more worthwhile to get the foundation of the language laid down (grammar, basics) under pressure so individualized programs can be employed as a extension into areas that interest the student, literature, culture, etc.; it is quite absurd to say that first and second year students should be able to pick what they want to learn - it's true with anything in life - you can't do something extraordinary, i.e., as an artist's first attempt at an oil painting, without setting the foundation." (Teacher 10)
>
> "During the first year the student is given the fundamentals of [the language]. In the second year the student can understand the language better because he knows these fundamentals." (Teacher 11)

Some students indicated that some sort of preparation for working in an individualized program was necessary and that this orientation could occur in a "regular" class during the first year:

Table 6

Percent of Students Approving One Year "Regular"

Instruction Prior to Individualized Instruction

(Question #13 - April)

Teacher:	1	2	3	4	5	6	7	8	9	10	11
Percentage:	30	43	46	41	47	42	35	34	43	41	39

"You should have one year of 'regular' language so you know what's coming off. If you were just thrown into individualized language it would be very hard to understand." (Teacher 7)

"A regular class leaves you totally unprepared for this mess." (Teacher 8)

"I feel that being thrown directly into a class of this type is definitely a mistake; the teacher doesn't have ample time and the students don't have the discipline." (Teacher 10)

"It's hard to adjust to an individual study class. So I think the first year should be an introductory class to this type." (Teacher 11)

Finally, some students were quite outspoken in their praise or condemnation of the structure of their FL courses:

"I cannot stand this individualized program. It's very unfair to people who <u>want</u> to learn in the non-individualized program. They ought to let us choose whether we want the individualized program or not." (Teacher 11)

"Why suffer through the first year [of non-individualized instruction]? A lot more can be learned in this program. If it's required, then the people who just take it 'cause they have to, can take one year, work hard, and be done with it." (Teacher 4)

Such contradictory reactions are to be expected, for if individualization of instruction really can be interpreted to mean providing each student with a mode of instruction suitable to his needs, as Mitzel suggests (Mitzel, 3; pp.436-437), then it follows that students ought to be able to choose between a "regular" class and individualized instruction.

Question 8 of the April questionnaire provided information about students' reasons for taking their current FL program. The data from this question are tabulated in Table 7. Reasons b, c, e, g, i, j, and

(Insert Table 7)

m were generally considered important. These are:

b. It is fun and/or interesting to learn another language.
c. I just want to learn this language.
e. This language is required for college entrance.
g. This language will help me in my future career (medicine, physics, etc.)
i. I have taken this language before and want to continue it.
j. I have been to (or plan to go to) a place where this language is spoken.
m. I want to be able to speak this language well.

Table 7

Reasons for Taking the Foreign Language Course

(Question #8-April)

Teacher:	1	2	3	4	5	6	7	8	9	10	11
Reason	Percent of Students of Each Teacher										
a		12	23						15		
b	19	41	29	20	32	26	36	13	18	17	14
c	10	14	15	15	15	42	20	17	16	23	19
d	17				16		18				
e	31	39	35	41	29	21	28	56	45	36	61
f		14		16				10	15	13	
g	14	15	18	20				14		22	
h											
i	19	14			29		25	21	23	11	22
j	14	25		29	16	21	31	25	25	20	
k											
l								20	15		14
m		12	16	15	25		18	18	10	11	
n											
o		14				21		14	21		22
p		19		12		21				11	
q						15				14	
r											
s						15	12				
t		26									
u						21	10	10		13	
v						15				15	
w											
x					13	(9)		14	15	18	23
y										14	14
z											
N	42	191	62	97	87	19	118	98	130	93	128

Teacher Attitudes

It is to be expected that teachers who proposed, developed and implemented individualized instruction in their FL courses should approve of the fruits of their labors; and, in fact, all nine of the teachers interviewed in this survey said that they preferred the individualized approach to instruction over "regular class" instruction. However, over half of the teachers indicated that they needed at least two or three aides in each of their classes in order for the program to run effectively. Only one third of the teachers indicated that they were now able (i.e., had enough in-class free time) to converse with students on an individual basis at the student's own level; another third stated that not enough oral work was being done. A third of the teachers also mentioned that the change from a "regular" approach to teaching to an individualized one was a "real blow" to their ego.

The most important comments made by many teachers concerned the need for additional assistance in the classroom, e.g., teacher aides or paraprofessionals. Several of the teachers stated quite flatly that their programs could not function without two or three aides per class (or about one aide for every ten students). [For a description of an individualized program in which aides are employed extensively for various purposes, see R.A. Morrey, "Differentiated Staffing and the Development of Oral Skills in an Individualized Foreign Language Program," Modern Language Journal, forthcoming, 1971.] In addition to the need for aides in the classroom, a number of teachers also recognized the need for more oral work in their programs. These comments further reinforce earlier statements by students on this subject. In the next section several guidelines for individualized programs will be presented.

Summary and Implications of Results for Teaching

The results presented in the previous sections suggest that individualization of foreign language instruction is preferred by a majority of students who have had experience with both individualized and non-individualized instruction. These students like such features of their individualized programs as self-pacing, the possibility to study certain aspects of the language in depth, the increased freedom in the classes, and the possibility to retake tests if they do not do well the first time. Students in the most-preferred categories indicated by the choice of certain features that a good atmosphere for learning exists in their classes. The establishment of this atmosphere is perhaps most influenced by two factors: the availability of good materials and the behaviors and attitudes of the teachers in these classes. On the other side of the coin, students recognize as problems the great difficulty that many have in motivating themselves to work, the lack of suitable materials particularly for oral work, and, in one program, the strong pressure exerted on students to force them to complete a certain number of "units" of material by specific dates.

Based on these results some tentative guidelines for the individ-

ualized classroom will be suggested. A first prerequisite for individualization is the availability of good materials for the students. Materials for the development of the writing and reading skills must be clear and complete in their explanation of new concepts and in providing the meaning of the material being learned (through pictures, translation, or via some other technique). The materials must be of various types so that students may choose things of interest to them. As one of the teachers in this study wrote: "Most of the weaknesses in our and other programs are that we still have the majority of students forced into a common set-up even if it is different from the old lockstep method." In addition to the availability of materials for the reading and writing skills, great care in developing listening and speaking skills is needed. Several of the teachers interviewed indicated that the availability of sufficient numbers of aides or paraprofessionals is particularly important if conversational practice is to be accomplished via small homogeneous groups. Equally valuable are the individual pre-conversational activities which provide the student with the basic skills of pronounciation and simple sentence construction which he can then put to use in conversation. To develop such skills the student must have access to a variety of well designed materials which include written materials, taped materials, and "live" models.

A second prerequisite for individualization concerns the teacher. The teacher must first and foremost be extremely well prepared in his subject matter in order to teach in this type of program, for as one of the teachers acknowledged: "[The teacher] must be prepared to discuss all the assignments in a four-year sequence at a moment's notice." Secondly, in a program which is designed for individualization of instruction, the teacher must obviously be flexible. That this aspect of teacher behavior is essential in non-individualized programs as well was verified in a recent study by Politzer and Weiss (Politzer and Weiss, 4). Thirdly, the teacher must have a clear idea of what is involved in running an individualized program, e.g., book-keeping and grading policies, for "if anyone dives into this kind of a program without knowing what they are getting into, it can be a worse failure than a regular program." Finally, and perhaps most importantly, the teacher must possess the ability to relate well to students and to inspire them to work. If one can judge by the student comments presented earlier, the teacher is one of the most influential factors contributing to the establishment of a positive atmosphere for learning in the classroom. As one teacher suggested about the teacher-student relationship: "We know that methods or techniques are for naught if the personnel is not to the students' liking - thus the rather tragic failure of some programs of individualization we have observed."

Given the availability of sufficient and appropriate materials and a well-trained staff, the results of this survey warrant the conclusions that the characteristics of a successful individualized foreign language program ought to include the following:

1. Progress in the course should be based upon mastery of the material as evaluated by criterion-referenced tests, so that

students will be able to move at their own pace.

2. Both freedom of movement within the class and freedom to complete the material whenever the student learns it should exist.
3. At least one aide for every ten students should be provided.
4. The foreign language should be used to the fullest extent possible by the instructional staff during the entire program so that students will feel they have a place to use the language they are learning.
5. The teacher needs to consciously strive to establish and maintain a positive atmosphere for learning in the classroom.
6. The teacher should actively assist students to acquire the ability to set goals and motivate themselves through encouragement and display of interest on the teacher's part in student progress, through a program designed to increase student responsibility as the student matures, or through other special activities.

Although it is still too early to make definitive statements about the future course of individualized foreign language instruction, we can say, however, that the majority of students and teachers sampled in this survey do seem to prefer it to a non-individualized approach. In a recent personal communication to the author, one teacher presented the following very optimistic view of the future of individualization of instruction:

> "We know we have something vastly better and more successful than what we had, but we also know that a whole new field has opened up that needs exploring and perfecting. This is a whole new ball game. It is going to be interesting to see how it develops and what changes will slowly occur as we receive feedback from students. The answer, of course, is going to be ever more individualization, not just self-pacing, but real individualization of content, method, and motivation."

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APPENDIX A

FOREIGN LANGUAGE QUESTIONNAIRE

PRINT your name: _____
(LAST) (FIRST)

Name of School: _____ Your current grade in school: _____

Foreign Language studied in this class: _____

Number of years you have studied this language in THIS school (include this year as 1 year): _____

Number of years you have studied this language in ANOTHER school: _____

Number of years you have studied this language in an INDIVIDUALIZED FOREIGN LANGUAGE PROGRAM (count this year as 1 and add 1 for each additional year or part of a year): _____

Number of years you have studied this language in a NON-INDIVIDUALIZED FOREIGN LANGUAGE PROGRAM: (count 1 for each year or part of a year): _____

If you have studied (or are now studying) any other foreign languages anywhere, please indicate which ones: _____

How long have you studied each language (count each year or part of a year -- including the current year -- as "1"): _____

Did you participate in a questionnaire on Individualized Foreign Language Instruction last fall? _____

Read the following statements and circle the number below each statement which most closely represents your feelings. The numbers have the following designations:

5. strongly agree
4. agree
3. neutral (neither agree nor disagree)
2. disagree
1. strongly disagree

1. I would study a foreign language in school even if it were not required.

5 4 3 2 1

2. Our lack of knowledge of foreign languages accounts for many of our political difficulties abroad.

5 4 3 2 1

3. I would like to read the literature of a foreign language in the original.

5 4 3 2 1

4. If I planned to stay in another country, I would make a great effort to learn the language even if I could get along in English.

5 4 3 2 1

5. Even though the U.S. is relatively far from most countries where foreign languages are spoken, it is important for Americans to learn foreign languages.

5 4 3 2 1

6. I wish I could speak another language (Circle one of the choices)

5. like a native

4. well enough to converse with little or no difficulty

3. enough to "get by" if I visit a foreign country

2. just enough to avoid embarrassment

1. speaking another language is not one of my goals

7. (CHECK ONE ONLY) If I were taking all five of the following subjects now and had to drop one of them, I would choose to drop:

_____ English _____ Science

_____ Foreign Language _____ Social Studies

_____ Math

8. What were your reasons for choosing the foreign language you are studying in this course? Please read through the following list of suggested reasons and put a check mark beside the THREE reasons which best apply to you. If your reason(s) is (are) not listed, you may write it/them in the spaces provided at the bottom of the list:

_____ a. I want to understand better the people who speak this language and their way of life

_____ b. It is fun and/or interesting to learn another language

_____ c. I just want to learn this language.

_____ d. This language is "prettier" (sounds better, is more "musical," etc.) than others I could have taken

_____ e. This language is required for college entrance

_____ f. This language will be of use in my later life.

_____ g. This language will help me in my future career (medicine, physics, etc.)

_____ h. It is important to know this language in today's world

_____ i. I have taken this language before and want to continue it

_____ j. I have been to (or plan to go to) a place where this language is spoken

_____ k. I want to live in a country where this language is spoken

_____ l. This language is spoken in many areas throughout the whole world (or throughout California)

_____ m. I want to be able to speak this language well

_____ n. I want to be able to read material in this language

_____ o. This language is easier for me to learn than other languages

_____ p. I don't like other languages offered

_____ q. I'm tired of other languages and want to change

_____ r. I wanted to learn a new language besides the foreign language(s) I already know

_____ s. I prefer this language to all other languages

_____ t. I think the teacher is very good

_____ u. I have family members who can help me with this language

_____ v. I have (had) relatives who speak (spoke) this language, and I want to learn to speak their language

_____ w. My counselor suggested that I take it

_____ x. My parents wanted me to take it

_____ y. The language I would have preferred to study was not offered

_____ z. Many of my friends are studying this language

_____ other reasons: _____

_____

_____

_____

_____

9. Of my subjects in school this year, this foreign language course is my:

MOST PREFERRED SUBJECT ___:___:___:___:___:___:___: LEAST PREFERRED ONE

(Put a check mark in one of the slots above between "most preferred" and "least preferred" to indicate how your foreign language course compares with your most preferred and your least preferred courses.)

10. State very briefly why you checked where you did in question 9:

_____

_____

_____

11. (CHECK ONLY ONE) If there were NO <u>high school graduation</u> or <u>college entrance requirements</u> and I were taking all five of the following courses, I would like to drop _____

(SEE NEXT PAGE)

_____ Social Studies _____ English

_____ Math _____ Science

_____ Foreign Language

The answers to the next THREE questions will be found in the lists provided below. Read each question and then look at the list of answers and circle ALL items which seem important to you. Then, from the items you have circled, select the THREE answers which seem MOST IMPORTANT and list their numbers in the appropriate blanks under each question. If you do not find the answers you want in the list, you may write your own choices in the space provided below each column:

12. What are the three best characteristics, and three worst characteristics of an individualized foreign language program?

BEST	WORST
# _____	# _____
# _____	# _____
# _____	# _____
others: _____	others: _____
_____	_____
_____	_____
_____	_____

(LISTS OF REASONS APPEAR AFTER QUESTION 14)

13. Students should study a foreign language in a "regular" class for the first year and thereafter they could study in an individualized program.

_____ strongly agree _____ agree _____ neutral _____ disagree _____ strongly disagree

Why do you feel about this statement the way you do? Choose three answers from the lists that you used in the previous question and write their numbers below (or supply your own reasons in the space provided):

_____

_____

_____

others: _____

_____

_____

_____

14. You have now been studying this foreign language for the better part of at least one year in an individualized program. If you have also studied this language (or another one) in a non-individualized program, which type of program do you like better:

_____ non-individualized program _____ individualized program

Why do you feel about the previous statement the way you do? Choose three reasons again from the same lists, and you may use the same ones you used in the previous questions if they still apply. (If you have not studied this or any other foreign language in an individualized program AND in a non-individualized program -- i.e., if you have not had the experience of foreign language study in both types of program -- you may skip this question.)

_____

_____

_____

other reasons: _____

_____

_____

List 1: Suggested BEST Features of an Individualized Program

1. Ability to move at my own pace and not be slowed down or pushed along by the class pace
2. Ability to study in depth things I am interested in or need more time for
3. The lack of pressure to have things done by a certain date
4. The greater amount of freedom in the class
5. The possibility to work alone
6. I learned how to use my time wisely
7. The program helped prepare me for college
8. The program was much better organized than any other foreign language courses I have taken
9. The whole program was excellent
10. The excellent quality of the materials in the course (books, tapes, supplemental materials, etc.)
11. The greater amount of help from the teachers
12. The conversation groups or conversation practice
13. The teacher was excellent
14. It is easier to learn to pronounce the material than in a "regular" class
15. I was able to use the language more in this type of a program
16. Students of all "levels" of language learning were in the same classes
17. We were tested often so we knew how well we were learning
18. We had an opportunity to take a test over for a better grade
19. I could get a good grade all the time
20. There was a better attitude towards learning in this program
21. I learned more and understood the language better
22. I always knew what I had to do to complete a lesson or what a test was going to be like
23. It was not as boring as a regular class
24. It was much more fun to learn in this type of a program
25. This type of a program was easier than other language courses
26. I could talk with my neighbors when I wanted to
27. It was easy to "take a break" if I wanted to
28. It was easy to goof off if I wanted to
29. There is excellent contact with the foreign culture

List 2: Suggested WORST Features of an Individualized Program

1. It is hard to have enough self-discipline to keep working by oneself
2. I do not have the discipline needed to work in this type of program
3. It is difficult to adjust to this new type of program
4. It is easy to get behind the pace needed to cover the "normal" amount of material in a year
5. There is not enough pressure to keep you working
6. There was too much freedom in the class
7. It is too easy to goof off
8. It was too easy to cheat by copying the work of other students
9. I do not think students can teach themselves a foreign language, and they have to in this program
10. There is a lack of discipline in the class which is annoying
11. Students don't seem to behave as well as in a regular class
12. The classroom is too noisy or there is too much confusion in the room
13. Classes are overcrowded
14. There is too much pressure to complete a certain amount of material by a deadline
15. The program seems to be rather unorganized
16. The students often do not know what they are to do next
17. The teacher is often so busy that you can not get help when you want it
18. The teacher does not explain the material enough
19. The material becomes boring as the year progresses
20. Some material in the text is not well enough explained (or not explained at all)
21. There was too much writing in the program
22. There is not enough speaking in the program
23. I didn't learn how to pronounce the sounds very well
24. The units are too long
25. The tests are too long
26. I often felt rather alone in the class
27. We rarely did things together as a class
28. We did not have any other activities such as movies, slides, songs, etc.
29. The teacher does not conduct drills as in a "regular" class
30. You try to go too fast and then you do not learn anything really well
31. You do not learn as much as in a "regular" classroom
32. It is hard to learn under such a program
33. It was a waste of time
34. There is not enough reading and/or writing practice
35. There is not enough real contact with the foreign culture

Appendix B

Means of Student Responses for Questions 1-6

September Data

Questions:	1	2	3	4	5	6
Teacher						
1	3.70[a]	3.13	3.38	3.91	3.62	3.94
2	3.84	3.07	3.52	4.07	3.20	3.98
3	3.88	3.19	3.50	4.21	3.76	4.07
4	3.64	3.01	3.28	4.07	3.71	4.15
5	3.90	3.06	3.37	4.07	4.02	4.17
6	3.72	2.98	3.54	3.95	4.25	4.37
7	3.83	2.84	3.44	4.20	3.87	4.16
8	2.79	2.89	3.32	4.00	3.88	4.13
9	3.76	2.99	3.40	4.13	3.84	4.00
10	3.76	3.09	2.62	4.07	3.91	4.02
11	3.44	2.84	3.04	3.87	3.72	3.95

[a]These values are weighted means based on student replies to a five-point scale for which 3.00 is the midpoint.

Appendix B

Means of Student Responses for Questions 1-6

April Data

Questions:	1	2	3	4	5	6
Teacher						
1	3.48	2.74	3.11	4.35	3.57	3.92
2	3.83	3.11	3.19	3.79	3.88	4.11
3	3.78	3.10	3.34	4.21	3.71	4.27
4	3.69	3.05	3.21	4.35	3.70	4.05
5	4.02	3.02	3.26	4.29	3.76	4.07
6	3.79	3.16	3.00	4.37	3.79	4.21
7	4.00	2.92	3.24	4.32	3.71	4.12
8	3.66	3.32	3.01	4.26	3.70	4.18
9	3.30	3.08	3.07	4.12	3.74	3.68
10	3.58	3.16	3.04	4.10	3.70	4.07
11	3.00	2.60	2.48	3.74	3.38	3.62

Appendix C

FL Enrollments in Individualized Programs in the Study

School		1968-69	1969-70	1970-71	1972 (projected)
		Non-individualized	Individualized	Individualized	Individualized
A German	Fall	67	81	88	87
	Spring	59	72	81	--
B German Spanish French	Fall	--	--	827	830[a]
	Spring	--	--	792	--
C German	Fall	190 (7 sections)	232 (9 sections)	255 (10 sections)	250 (10 sections)[b]
D German	Fall	--	50-60	60	70[c]
E German		NO DATA AVAILABLE			

a The projected enrollments are stable even though there will be a 10% decrease in school enrollment.

b For comparison the non-individualized Spanish program has decreased from 9 sections in 1968-69 to 5-6 sections for 1971-72.

c A noticeable decline occurred in the Spanish and French enrollment between 1969 and 1971, but it is felt that this decline was related to personality and scheduling factors rather than to the absence of individualization in these programs even though it occurred while the individualized German program was being established.

ACKNOWLEDGEMENTS

I would like to express my appreciation to the foreign language teachers in the following schools for their assistance in obtaining the data in this survey. Without their cooperation this study would not have possible.

Capuchino High School, San Bruno, California

Jens Schurk

Gilroy High School, Gilroy, California

Dale Hansch

Live Oak High School, Morgan Hill, California

Gerald Logan

Mountain View High School, Mountain View, California

Robert McLennan

Lynbrook High School, San Jose, California

Anna Marie Barling

Gretchen Biele

Fira Borja

Elna Carroll

Eliette Lallemand

Gerald Lind

Sarah Searcy

Grateful appreciation is also acknowledged to Miss Kaye Storm of Stanford University for her help in administering the April questionnaire and tabulating the results.

ADDITIONAL REMARKS AND DISCUSSION

Ronald Gougher:

In reference to the question of the development of materials for individualized instruction, it seems to me that, on a practical basis, materials for individualization are going to have to be built around some kind of text material that can also be used in a non-individualized classroom atmosphere, because what we are talking about here will affect only a small percentage of schools on a large scale basis in the short run. If we are going to individualize in 90% of the schools around the country, that curriculum must be built around text materials that can be bought by a school board on a text-adoption basis. In addition, the question of communicating knowledge on individualized instruction was mentioned. I would like to indicate that John Bockman of Tucson, Arizona, and I will be editing a permanent column in Foreign Language Annals devoted to individualized instruction. We encourage anyone to send us articles, exciting ideas, rebuttals, arguments, etc. to print in the column. Materials can be sent to "Individualizing Instruction," ACTFL, 62 Fifth Avenue, New York 10011.

Irmgard Hunter:

In mentioning materials, one should not forget the existence of UNIPAC banks from which teachers who contribute these "learning packages" can also draw out what they need.

PLANNING FOR INDIVIDUALIZING INSTRUCTION:

AN ADMINISTRATOR'S PERSPECTIVE

Arvel B. Clark
Principal, Oak Grove High School, San Jose, California

During the past five years I have had the opportunity to coordinate the expenditure of a large foundation grant, one purpose of which was to develop individualized learning programs. During that same period of time I have been principal of a rapidly growing urban high school in which we have included as part of our instructional program a variety of individualized projects. I have been directly involved with conceiving, developing and implementing individualized instructional programs and, while principal, with observing the values and problems of these programs.

The substance of my presentation will be related to individualizing instruction in general, not to individualizing instruction in foreign languages specifically, and it will be directed to the major problems, from an administrative point of view, in embarking upon the process of individualizing instruction.

First, let us consider the concept, the ideal of individualizing instruction itself. It is, in my opinion, one of the most noble goals in public education to want to develop a program of instruction for each individual student; it is also one of the most difficult things to achieve when one takes into account the fact that any given secondary school teacher will be working with 120-180 individual students each day and will be teaching from 2 to 4 different courses, for which he has to prepare, each day.

Numbers, themselves, I feel, preclude in the minds of many educators the desire to embark upon the process of individualizing instruction. The thought of devising ways to diagnose the instructional needs, and then to tailor instructional materials, for 120-180 students simply overwhelms many teachers.

Let us look at some of the areas to which one must address himself in the process of individualizing instruction:

First, there is the problem of instructional materials. Materials must be devloped which provide for varied and sequential activities, activities which enable a student to move out and progress at a rate and in a manner which will, hopefully, manifest full use of his capacities. To have a viable program of individualized instruction, one which can accommodate all students, the teacher must have not only a large number of packets or units but a greater variety of them, if instruction is to be adapted to the interests and abilities of a

hundred or more diverse individuals. A major problem, then, becomes one of finding the time for teachers to design and develop materials.

Second, there is the problem of systems. It is important to realize that an individualized program will have students spread out all along a continuum of learning. This fact requires that an individualized program have a highly developed monitoring system, one which will allow a teacher to know at any time the progress, problems and instructional needs of <u>each</u> (and I emphasize <u>each</u>) student. The teacher must know when a student needs to be tested; he must know when a student is falling behind in his work; he must know if some students are at a point in their work in which group activities would be beneficial. He must be very careful in designing and implementing his monitoring system that he does not allow himself to become smothered by procedures and paperwork and the manifold clerical details necessary for keeping an accurate record of each student's achievement.

Third, there is the problem of the student. It is imperative that the teacher reflect carefully upon the nature of the beast and recognize the fact that with some students one merely needs to stand aside and allow them to, literally, take off on their own. The large majority of students, however, need to have their activities carefully monitored and injected with large, periodic doses of encouragement and recognition. There are other students who will have to be prodded, pushed and sometimes booted along the road to wisdom. We always <u>hope</u> that the student will feel impelled to apply himself and grow with the experience. It does not, in most cases, occur that way, and the teacher who is not prepared to spend great amounts of time and energy encouraging, prodding, pushing and pulling students along will not have a successful program. To merely provide students with materials and then back off and hope that each will work at his own best rate of learning is a rapid method for consigning an individualized program to the junk heap.

Finally, there is the problem of facilities. I have indicated the need for specially designed materials and for a highly organized monitoring system. To help an individualized instructional program function smoothly, it would be beneficial to have a facility that would enable a teacher to provide for a variety of activities: quiet, contemplative activities such as reading, writing and listening, activities which require discussion in small or large groups, and activities which allow for the use of assorted audio-visual equipment. Figure 1 resembles the conventional arrangement of foreign language classrooms and facilities. Figure 2 illustrates how much of the same space could be arranged according to its <u>function</u> in the instructional program.

I have covered some of the important, practical problems associated with an individualized program. These have included the need to be aware of the difficulty in developing and implementing an individualized program because of problems of sheer numbers of students, the problem of finding the time for teachers to develop a sizable quantity and variety of materials, the necessity of devising a monitoring system

FIGURE 1

CONVENTIONAL ARRANGEMENT OF FOREIGN LANGUAGE FACILITIES

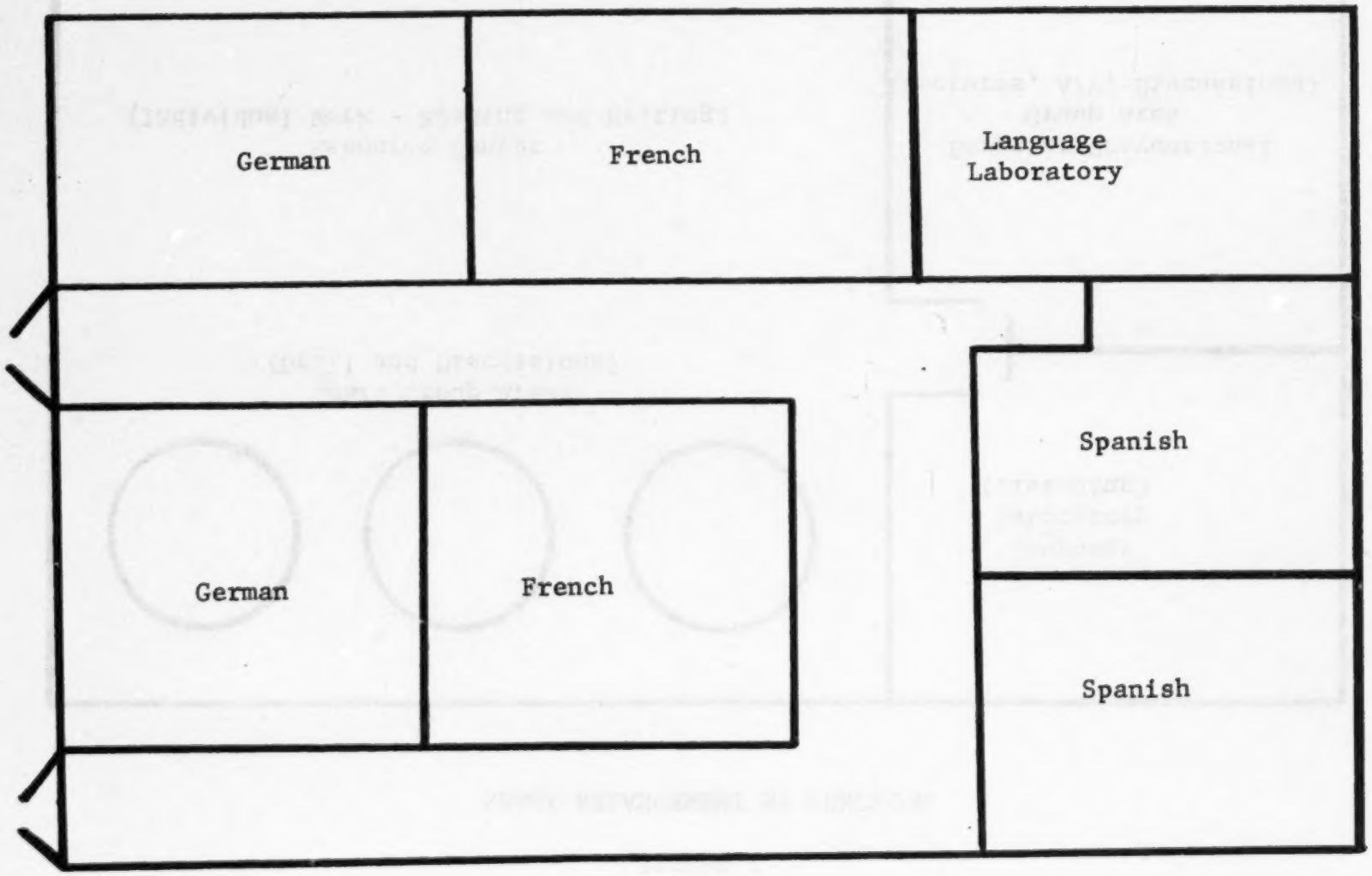
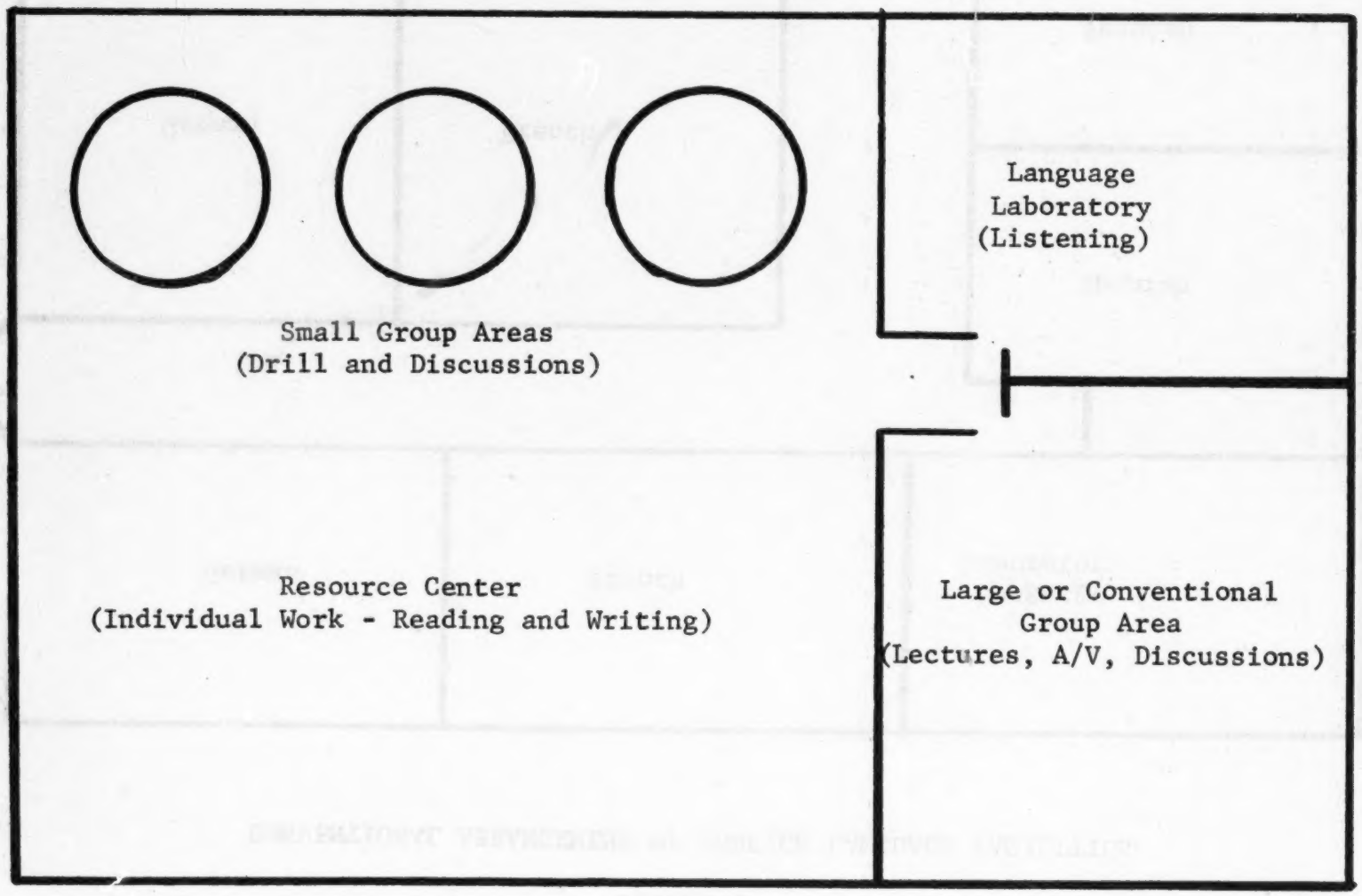


FIGURE 2

SPACE ARRANGEMENT BY FUNCTION



that will provide a teacher with a timely and accurate progress check of each student without overwhelming the teacher with clerical detail and paperwork, and the need to have a functional facility to carry out the program.

There are other issues that I have not covered that may arise in an individualized program. One is the issue of awarding credit. Since some students will complete far more packets and may undertake work in an advanced area of the curriculum during the course of a school year, they should receive more credit for their achievement than students who have not completed a specified number of packets. Another issue centers around the areas of enrichment and remediation. An individualized program has a way of becoming longitudinal in emphasis. The necessity of providing for remediation and enrichment--obviously with special materials--is another area which requires consideration.

In closing, may I say that individualized programs require an enormous commitment of time, energy and talent, and any teacher considering individualizing his instruction should be certain beforehand that he indeed can make such a commitment.

ADDITIONAL REMARKS AND DISCUSSION

Dale Miller:

How do you handle a student who has achieved two years of a foreign language in one year as far as awarding him additional credit?

Arvel Clark:

We have no system, but we are working one out now. My own personal feeling is that he should receive credit for everything he completes. But there are other things to take into account. For example, what length of time should constitute a secondary school experience? Four years are a reasonable period for most students. For others, this amount should be cut back.

INDIVIDUALIZING F L E S

Madeline Hunter
Principal, University Elementary School
University of California at Los Angeles

It is appropriate that I, from the fields of psychology and elementary education, be here, for I represent a "foreigner" from a different educational culture. I organize reality and speak my professional language somewhat differently from you. My presence is also appropriate because in the last decade you, as foreign language specialists, have committed yourselves to a degree of educational and pedagogical bilingualism that would enable you to operate effectively within the culture of elementary education as well as to teach others to do so. It is also my intent to introduce the "foreign" idea that a teacher can individualize instruction when he is working with a group.

Because I am not a foreign language specialist it is with a great deal of humbleness that I present myself. I feel like the 5 year old tourist whom I once met in New York. On learning it was my first trip to the city he told me,condescendingly, that "I've been here before," then added,"twice," and concluded thoughtfully with "yesterday and today."

It is only "yesterday and today" that we have begun to deal systematically with foreign language instruction in elementary schooling. Before that time (and unfortunately continuing in many of our current elementary and secondary endeavors) programs have developed that may have had integrity in foreign language (on that I am not qualified to speak); but the integrity of <u>instruction</u>, based on what we know about human learning, has been tragically conspicuous by its absence.

There are two basic aspects of the reality of elementary education which have forced teachers in that educational culture to perceive and deal with human learning differently from their fellow professionals in the culture of secondary education.

1) The young learner, because of lack of skills for sustaining himself for long periods without adult support and assistance, cannot be "plugged into" something with the assumption that he will <u>instruct himself</u>. You notice I do not use the verbs "interest," "entertain" or "take care of" himself - these he may be able to do. As I work in secondary education and at the graduate level of the university, I often find that it is the latter activities that are actually occurring. The older student has developed ways of avoiding instructing himself that are less erosive of the environment and the people in it. The younger learner has not developed these evasion skills and consequently, when he is left on his own, he is more apt to turn his energies to the erosion of the nervous system of his teacher and to the destruction of

the classroom learning environment.

2) Because there are no housing alternatives possible (I deliberately do not use the term learning alternatives), the elementary teacher is "stuck" with all the learners. She cannot use the magic wand of a "D" or an "F" to make a learner disappear. This reality became vividly apparent in our first investigations at University Elementary School in foreign language instruction. Our university "expert" was confronted daily with the problem of what to do with the "learning casualties" who could not be transferred or "flunked out" of foreign language into woodshop or music appreciation.

These two realities, the impossibility of eliminating a learner and the impossibility of deluding oneself that he is instructing himself (when in reality he is merely maintaining a conforming facade designed to eliminate our concern or interference), have necessitated that elementary educators design ways to individualize instruction without merely sedating their conscience with individual activity. Incidentally, I am convinced that these two realitites also exist at a secondary and university level and our ignoring them is a major factor contributing to the current state of student discontent. While it is more difficult to deal with these two realities with older learners, it is infinitely easier to ignore them or pretend they don't exist.

It is out of the perception of these realities in elementary education, and our attempts to deal with the organization of the reality which we label "instruction," that present concepts of individualized instruction have emerged. Here, we bring the bias of our cultural conditioning. The high affect of the term "individual" has interfered with our perceiving that it is a modifier of the essential concept, instruction. As a result, countless educational "sins" are committed daily because we are not able to differentiate individualized instruction from individual activity.

Many of us also experience "culture shock" because we have not perceived or taken into account the reality (and the exquisite productivity and efficiency) of individualized or "custom tailored" instruction that is conducted with a group of learners. This seems to be a very foreign notion to secondary educators.

It is not my purpose here to extoll the virtues of individualized instruction. There seems to be unanimity that it can be a most efficient methodology. It is strange that we have such agreement when there are so many and such varied opinions as to what constitutes individualized instruction. I would like to suggest that much of this confusion occurs because individualized instruction does not represent a discrete state but rather a continuum with "production line" instruction at one end and "custom tailored" instruction at the other.

There are three critical factors which determine the point on this continuum which represents the degree of individualization or "custom tailoring" for the student. These factors are: (1) the nature of the

learning task, (2) what the learner is doing to achieve it, and (3) what the teacher is doing to facilitate that achievement. Most so-called individualized instruction is focused on the learning task, pays too little attention to the individualization of what the student is doing to achieve that learning, and is painfully (not blissfully!) unaware of the crucialness of the behavior of the teacher in relation to that particular student.

The preoccupation of most educators with adjusting the learning task of students grows out of the obvious reality that students learn at different rates. To assume that day after day we can proceed at the same rate with all learners is patently ridiculous. Formerly this problem has been solved by the attrition of those who fail. The "D" and "F" students of Foreign Language I do not enroll in Foreign Language II. Each semester the culling out continues despite the fact that we know even a mentally retarded student can learn to speak a foreign language to some degree. Finally, a small fraction of students are left who, because of aptitude or dogged tenacity, can learn in spite of anything we might do.

Recent research has revealed the wastefulness and inhumanity of this lockstep arrangement and demonstrated that almost all students can learn to a satisfactory degree if we pace the learning, not just slow it down, but <u>see that each learning is satisfactorily achieved before moving on to the next</u>. Attempts to implement this aspect of individualization have resulted in differentiated assignments, study carrels with their electronic accoutrements and programmed instruction. These attempts also have resulted in bewilderment on the part of conscientious teachers who frantically demanded an electronic arsenal to mount and monitor this kind of individualization.

The second factor for individualization is the differences among students in preferred learning modalities. The differences in the <u>way</u> students learn are as glaringly obvious as the difference in their rate; however not nearly so much attention and effort have been directed to these differences in modality preference. Incidentally, we are not taking individual differences into account when we assume that all students learn best when they are working by themselves!

The third and possibly most critical factor for individualization is the behavior of the teacher who seeks to facilitate the student's learning. This factor, which constitutes the artistry of the professional, is often totally ignored. Described elsewhere (see bibliography) are the categories of possibilities for this kind of prescriptive teaching, but some examples of questions, the answers to which may produce the proper fit between teacher behaviors and student characteristics, are:

> Does this student learn best with teacher support or demand for independence,- under high or low anxiety? Does he respond to a verbal "pat" or "pitchfork?" Does praise spur him on or embarrass him? Should he take small learning steps or big leaps? Does he function best

in a predictable or ambiguous environment? How much redundancy does he need?

The answers to these questions come not from a psychological evaluation but from keen observation of a teacher who is critically monitoring the results of his own actions with learners. Valid answers to such diagnostic questions actually may reduce or eliminate the conviction that a student learns best only by himself. At times the most custom tailored and productive environment for certain learners is the stimulation and/or protection and/or pressure of a group.

Using the same body of content for a group, a teacher can set different goals for each learner ranging from a level of awareness for some to the complexity of insight for others. By shifting back and forth along the taxonomies, both slow and fast learners are working at their appropriate levels while being stimulated by the performance of others. Each learner can have the freedom to retire to a specified place in the room and work on other activities when he feels the material being presented or practiced has been mastered, yet he has the comfort of remaining with the group as long as he feels the need.

Let me develop some examples of a high degree of individualization that can occur within a group. At times that group can be the total class, at other times sub-groups within that class - a common way to organize reality for the elementary school teacher which, though not as familiar to him, is equally available to the secondary school instructor. I do not present individualization by grouping as the "better way" but rather as a powerful possibility which is available to any teacher in any classroom, and which requires no additional funds, space or materials, simply professional skill. I also present these examples to eliminate forever most excuses that begin: "I can't individualize because _____."

To use a very simple example from the field of foreign languages, a teacher can modify the task within the group from repetition of a response (e.g., the Spanish phrase buenos dias) to a memorized response (e.g., me llamo Maria) to filling the slots in a pattern (e.g., son las tres) to generating a new response. If he knows his learners the teacher can direct the appropriate task to each. He can also individualize by modifying what each learner is doing to achieve successful learning, all the way from having a fast learner teach a task to other learners, to having a slower learner listen to a response many times before he is required to produce it.

It is in his "use of self as instrument" that the teacher further individualizes his instruction. He supports one youngster with assistance. His glance and silent waiting signal another that independent performance is expected. He makes available specific knowledge of results such as "that's getting better and better" for a student who needs assurance of improvement and "that was a pretty hesitating response, try it again" for a student who needs to set higher standards for his performance. Most importantly, he monitors errors so he can return to a student to be sure the error has been corrected, not left

unattended.

I could cite countless other examples: a dramatization where tasks range from simple and complex spoken parts to reading narratives to being stage hands or part of an appreciative audience. In addition, groups can participate in a game such as Bingo where the role possibilities range from the caller who must know all the numbers, to the recorder who writes them on the board, to the players who must recognize the numbers using the chalkboard clues if they need them, to the listeners who write down the numbers and hear them pronounced as they see them written.

I need not go on: the possibilities for individualizing in a group are limited only by the creativity of the teacher. We do not, however, have to wait for such creativity to emerge; it can be stimulated by a deliberate effort to maximize the conditions for learning - conditions which differ for each learner. We must not be content, however, with an arsenal of materials which permit individual activity but must strive for individualization of instruction that not only focuses on the appropriate learning task, but permits the most productive learner behavior for achieving the task and prescribes teaching behavior which will make "fail proof" the probability of successful learning.

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ADDITIONAL REMARKS AND DISCUSSION

Observer's Reaction:

Given the set of premises which you just offered, how would you propose to grade students?

Madeline Hunter:

My inclination would be to certify that students have accomplished a certain amount. If we have to give grades at certain check points, we could grade each learner on the amount of progress he has made since the last grade, rather than on his particular state of knowledge at any moment in time.

* * * * * * * * * * *

Rebecca Valette:

If you push the idea of individualizing to an extreme, would you advocate individualizing report cards to the extent that students who like to receive conventional letter grades would get them, while those who simply want to know that they've improved would get that kind of grade?

Madeline Hunter:

It could be done. Grades are simply a very poor indicator of results. Children and adults need much more specific knowledge of results. One superintendent I know let parents choose between whether their children received letter grades or no letter grades. 85% chose no letter grades. People who chose letter grades were quite frustrated, because since they couldn't compare them with anyone else's, they really didn't know what the grades meant.

CRITERIA FOR THE MEASUREMENT OF SUCCESS IN AN INDIVIDUALIZED FOREIGN LANGUAGE PROGRAM

Albert Valdman
Indiana University

The individualization of foreign language (FL) instruction will cease to be experimental and will firmly establish itself in the mainstream only if its proponents recognize that good intentions are not sufficient and only if they are willing to submit programs to some sort of objective evaluation. Admittedly, the relative success of individualization of learning is difficult to measure by criteria which at the same time are readily accepted by the FL teaching profession and are fairly reliable and valid. This paper will review criteria that have been used to evaluate pilot FL programs that featured some form of individualization of learning and will then suggest additional criteria and discuss problems of implementation which they present.

As the process of FL instruction is shifting emphasis to the individual student, and as it is being rediscovered that knowledge and proficiencies acquired by him depend to a large degree on his particular psychological and sociological characteristics, teachers and educators are becoming increasingly uneasy in the establishment of suitable goals for FL instruction and in the determination of the most efficient means for the attainment of these goals. These are not problems unique to FL instruction, of course. Suffice it to say that this paper starts from the rather conservative position that FL instruction should deal centrally with knowledge and skills that can be readily identified and ultimately measured, however imperfectly, and that its objectives, stated broadly and succinctly, are to produce incipient bilinguals and biculturals. In other words, to quote Louis Coxe (1971:23):

> We have got to stop looking at colleges and universities and even schools as agents for social and moral and spiritual reform and start trying to help them become once again what they occasionally have been: homes for lost causes, saviors for remnants, one sort of a place where a man can bring mind and imagination to bear, however briefly, on what minds and imaginations have made.

The use of the term <u>incipient</u> in the definition of broad objectives implies a rejection of the quixotic goal of near-native proficiency, generally adopted by adherents of the audiolingual and direct method approaches, and it also provides for objectives sufficiently varied to make academic FL learning sufficiently responsive to individual students' aptitudes, motivations, and interests, and to provide each of

them with a satisfactory and, hopefully, enjoyable learning experience.

Individualization of Goals of FL Instruction

Politzer (1971) recognizes that FL learning can be individualized in three ways: (1) learners may be assigned different goals; (2) the same goals may be attained by the use of different approaches, methods, or techniques; (3) the same goals may be attained by the use of the same approaches, methods, or techniques but at different rates. Altman (1971:13) chooses to define the individualization of the earliest "levels" of FL study more narrowly as differential pacing, but his narrow view does not meet the approval of all proponents of individualization. Hanzeli and Love (1971:16) urge retention of Politzer's wider framework and Steiner (1971:16) argues further that broader educational benefits will accrue to students if they are made totally responsible for their learning experience:

> The greatest good we could do our students is to teach them to structure their own learning objectives, to decide in advance what they want to do, to decide what assessment tool will be used, to list the activities and resources they think will lead them to the fulfillment of their goal.

Steiner believes that students can learn to diagnose their learning habits and then select those modalities of learning and those objectives which are most congruent with them (1971:14).

In a discussion of the implementation of criteria for the evaluation of the effectiveness of individualized FL instruction, it must be born in mind that they must focus principally on elementary language instruction since enrollments in schools and colleges are preponderantly at that level (Strasheim 1970a). At that level - defined approximately as representing two years of high school or three semesters of college study for the average student - the learner must acquire a core set of knowledge and skills that will be relatively fixed no matter what long-term goals are selected by the learner himself, his teachers, parents, etc. Thus, suppose that terminal goals are defined very narrowly as the ability to understand general prose texts. The attainment of this goal requires a degree of minimal knowledge and control of vocabulary, of grammar, and of phonology (since graphic representation cannot be dissociated from the sound pattern) that would also be required if other goals such as listening comprehension and speaking ability were selected instead. Within the context of academic FL instruction special purpose goals, such as the memorization of a small set of useful sentences designed to enable the student to "get around" in the host country, or exclusive knowledge about the structure of the foreign language or about the culture of communities that speak it, must be considered marginal. In other words, whereas linguists are competent to deal <u>exclusively</u> with language structure and anthropologists <u>exclusively</u> with culture, the FL teacher must seek to impart some knowledge of and some proficiency in the FL itself. To assert this is not to deny that knowledge of and appreciation and sympathy for a foreign culture may be a goal of FL instruction to be

more highly valued than acquisition of verbal skills.

Individualization of Method

Most FL instruction approaches are based on the assumption that speakers of the same language will experience the same difficulties in the acquisition of a given FL and that differences between native and target languages determine the learning process in large part. The current redirection of interest from the nature of the linguistic code to be acquired to language learning processes and the shift of emphasis to individual learning differences have not yet been accompanied by empirical demonstration of the fact that individual differences in modes and strategies of learning are significant enough to require widely varied techniques and materials in the acquisition of the same knowledge and skills. There are a few suggestive descriptive studies of learning errors and some attempts to analyze learning strategies (Corder 1964; Richards 1970; 1971; Valdman 1971) but more abundant data and firmer conclusions are required before progress can be made in individualizing this aspect of FL instruction, let alone devising suitable evaluative criteria.

Evaluation of Individualization of Pacing

Individualized pacing remains the aspect of individualization of FL instruction which is the most likely to be widely adopted and the one in which there is a sizeable body of data (Strasheim 1970b). Nonetheless, few attempts have been made to evaluate the success of ongoing programs or to assess their effectiveness as compared to lockstep instruction. Most proponents of individually paced FL instruction have been deeply suspicious - and with some justification - of evaluation in terms of skills achievement measures and have preferred to argue about the superiority of individual pacing on the basis of results and outcomes "more spiritual than material...indefinite, unobservable, and unmeasurable" (Hatfield 1969:479). Commenting on these Hatfield remarks:

> While the profession may not have clearly identified all of the outcomes of instructional programs, this futilitarian approach seems to lead nowhere.

If we wish individualization of FL instruction to become more widespread in the near future, we must accept comparison of the outcomes of instructional programs that feature it to conventional lockstep programs and identify objective criteria whose validity will be recognized by the profession. In addition to norm-referenced proficiency measures in various language skills I should like to discuss several others: (1) criterion-referenced measures in features of language use and language structure; (2) spread in relative proficiency and mastery of individual features among a group of students; (3) degree of acceleration made possible for more gifted and more highly motivated students; (4) overall retention rate through the period of instruction; (5) quantity and quality of functional use of language afforded to individual students.

Measures of Relative Proficiency Attained

Norm-referenced tests of proficiency in the four language skills, such as the Modern Language Association test batteries, have fallen into disrepute after their use in several large-scale and well designed comparison research projects (Scherer and Wertheimer 1964; Smith 1970; Chastain and Woerdehoff 1968) and their use has led to results which were either inconclusive or controversial. A particular weakness of currently available proficiency test batteries is their lack of delicacy in the measurement of attainment in listening comprehension and speaking, yet it is in these areas that we would expect significant differences in proficiency between students progressing in lockstep and those afforded some individualization of pace. One of the factors which reduces the validity of norm-referenced proficiency tests of the speaking skill is the narrow range of tasks imposed on the subject and their indirect relationship to communicative behavior. For instance, the MLA speaking tests measure the subject's ability to mimic phonic features and to reproduce them correctly from graphic stimuli, his range of lexical mastery, and his grammatical accuracy in a soliloquy triggered by pictures. It has been demonstrated in the use of the Foreign Service Institute (FSI) speaking proficiency test that accuracy of pronounciation becomes increasingly irrelevant with higher levels of speaking skill. Verbalization from pictures would seem to involve various extraneous factors and, in any case, does not approximate closely the bi-directional - speaker and hearer - nature of linguistic communication. There are many aspects of verbal behavior that speaking tests do not measure accurately if at all: speed of utterance, congruence between the various levels of the linguistic code, etc., yet these are aspects that may determine to a large extent the native speaker's judgment of a foreign speaker's verbal competence.

In any event, there are few published comparisons of results in norm-referenced tests attained by students enrolled in individually paced FL instruction. I have administered the MLA lower-level and higher-level four-skills batteries to 188 students enrolled in a French course piloted at Indiana University between 1961 and 1964 that featured individualization of pacing (Valdman 1965; this course will henceforth be referred to as MCEF - Multiple Credit Elementary French). Results in these tests were compared to those of a comparable group of students enrolled in a conventional lockstep program. Typically, there was no significant difference in overall mean proficiency between the two groups. But individualization was not the only dependent variable that distinguished the two treatments; the experimental program also involved team-teaching, the use of partially self-instructional materials, the use of the language laboratory as a sort of teaching machine, and it emphasized the audiolingual skills more than did the conventional program.

The FSI spoken proficiency test, which consists of a structured interview involving two examiners and the student, was administered to a little more than 5 per cent of the students enrolled in the third semester of the experimental and control programs. The results proved

to be inconclusive since most of the students scored from 0+ to 1+ where 5 represents native competence, 3 is defined as sufficient control to handle professional discussions within one or more special fields, and where 1 is described as the "tourist level:" ability to use greetings, ordinary social expressions, numbers, ask simple questions and give simple directions.

Criterion-Referenced Tests

Discussions of the specification of behavioral objectives and the implementation of performance curricula to FL instruction have rekindled interest in criterion-referenced tests. It might be recalled that criterion-referenced tests, that is, tests which diagnose the learner's knowledge or skill according to predetermined criteria, are an integral part of programmed self-instructional materials. In a programmed sequence, progression from one set of frames to another requires attainment of criterion performance in a test frame. Groups of students exposed to two different instructional treatments may be compared with regard to their mastery of a set of features. But a very troublesome problem in FL instruction is the absence of a necessary direct relationship between mastery of a set of linguistic elements-phonological distinctions, grammatical patterns, lexical items - and functional skill in various aspects of verbal behavior. Equally vexatious is the fact that the acquisition of linguistic competence cannot always be demonstrated by overt behavior. Mastery of a set of linguistic elements can be evaluated meaningfully only if it is tested across a broad spectrum of modalities. Proposals for broadly-based sensitive criterion-referenced tests have been put forward by Valette (1969) and Banathy (1969), but they need to be refined, implemented and tried out. Valette, for example, differentiates between cognitive, psychomotor, and pragmatic behavioral objectives, the first two types being considered preparatory and the last corresponding to the use of language in a simulated natural communicative situation. Banathy's taxonomy of FL objectives appears to be more delicate in the pragmatic area - the use of language - but both proposals need to worked in more detail before it can be determined that an implementation of the concept of behavioral objectives in FL instruction does not yield classifications which are either encyclopedic or trivial. Inasmuch as one of the principal functions of language is to communicate meaning, the term behavioral, implying as it does psychomotor responses, seems inappropriate and should be replaced by a more fitting one. In implementing criterion-referenced measures, the duality inherent in FL instruction should not be forgotten: those aspects of language learning which can be most easily measured are preparatory activities which only partially correspond to the ability to handle real linguistic tasks such as the decoding of written and spoken messages or face-to-face verbal communication.

Group Versus Individual Proficiency and Mastery

The various method comparison studies cited above made use of group means, so that, for instance, Method A was judged more pedagogically efficient than Method B if group mean scores in given norm-

referenced tests were significantly higher. A perhaps more relevant use of norm-referenced tests in programs featuring individualization of pacing would be comparison of spread in relative proficiency. Since these programs enable the more gifted and more highly motivated students to accelerate, they should be expected to perform significantly better than comparable students forced into conventional lockstep learning. In addition, students at the lower end of the spectrum should score higher since individualization of pacing should result in firmer knowledge and control of the material and should provide more opportunity for compensatory instruction. Thus, assuming two programs with common goals, approaches, materials, and teachers of equal competence, we should expect students in the program featuring individualization to show a wider spread of proficiency and higher minimum scores (See Table 1).

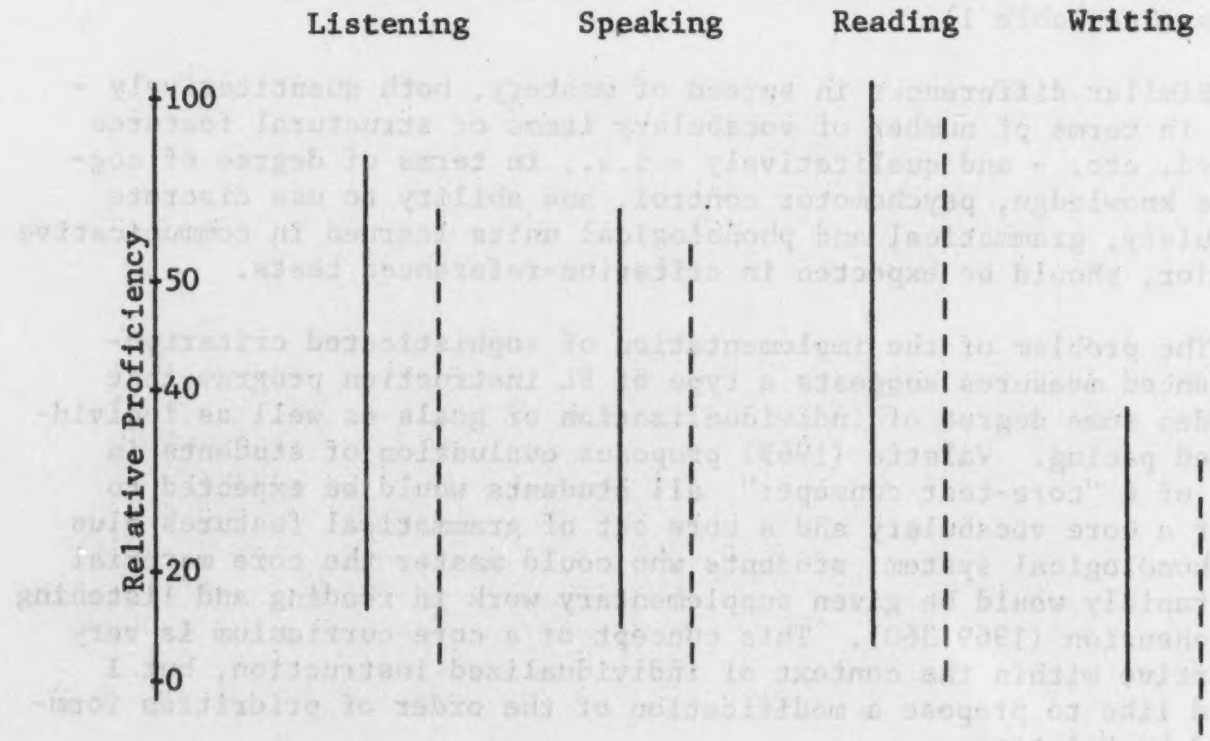
Similar differences in spread of mastery, both quantitatively - i.e., in terms of number of vocabulary items or structural features learned, etc. - and qualitatively - i.e., in terms of degree of cognitive knowledge, psychomotor control, and ability to use discrete vocabulary, grammatical and phonological units learned in communicative behavior, should be expected in criterion-referenced tests.

The problem of the implementation of sophisticated criterion-referenced measures suggests a type of FL instruction program that provides some degree of individualization of goals as well as individualized pacing. Valette (1969) proposes evaluation of students in terms of a "core-test concept:" all students would be expected to master a core vocabulary and a core set of grammatical features plus the phonological system; students who could master the core material more rapidly would be given supplementary work in reading and listening comprehension (1969:360). This concept of a core curriculum is very attractive within the context of individualized instruction, but I should like to propose a modification of the order of priorities formulated by Valette.

In view of the large attrition rate in FL instruction[1], it is essential that as early as possible within the course of instruction students acquire a useful level of competence in at least some skills. Of the four basic language skills, reading comprehension and listening comprehension are those in which a useful level of proficiency can be imparted most economically from the point of view of both time and instructional resources. These goals imply not assimilation but recognition of basic vocabulary, not internalization but general cognitive knowledge of basic grammatical structures, not near-native mastery of pronounciation but sufficient accuracy to differentiate words from each other. Individualization of objectives should then involve the extension and the internalization of vocabulary and grammatical features, the attainment of a higher degree of accuracy in the use of all linguistic elements including pronounciation, and an increase in the ability to hear normal speech in the natural noisy communication channel. This interpretation of the concept of core curriculum is obviously incompatible with the view, held by some FL educators (Valette 1969: 372), that "student learning is significantly enhanced if teachers

Table 1

Relative Proficiency Attained by Programs Featuring Individualized Instruction (Solid Line) and Lockstep Instruction (Broken Line)



focus on specific linguistic objectives and insist that a high percentage of those objectives be mastered before continuing to the next lesson."

Acceleration and Retention

The evaluation of FL instruction programs that make possible individualization should also include a variety of criteria independent of relative proficiency acquired or intermediate objectives mastered.

It should be reasonably expected that individualization of pacing enables a sizeable portion of students to acquire stipulated levels of proficiency and mastery in a shorter period of time than in a lockstep program. For example, in MCEF, described above (Valdman 1965), 10 per cent of students who achieved required proficiency and mastery levels completed the course in two instead of three semesters.

A serious cause of concern in FL instruction is the large rate of attrition. Individualization of pacing should reduce the drop-out rate of the better students who abandon the course out of boredom and of the less gifted and motivated students who are frustrated by a pace too fast to enable them to acquire any mastery of the material presented. Reduction of the attrition rate is an important criterion of the success of a FL program, for only if students persevere for an extended period of study will they attain useful levels of proficiency. Table 2 below presents a comparison of retention figures for the MCEF and conventional French course at Indiana University (Valdman 1965:162).

Quantitative and Qualitative Indexes of Student Functional Use of Language

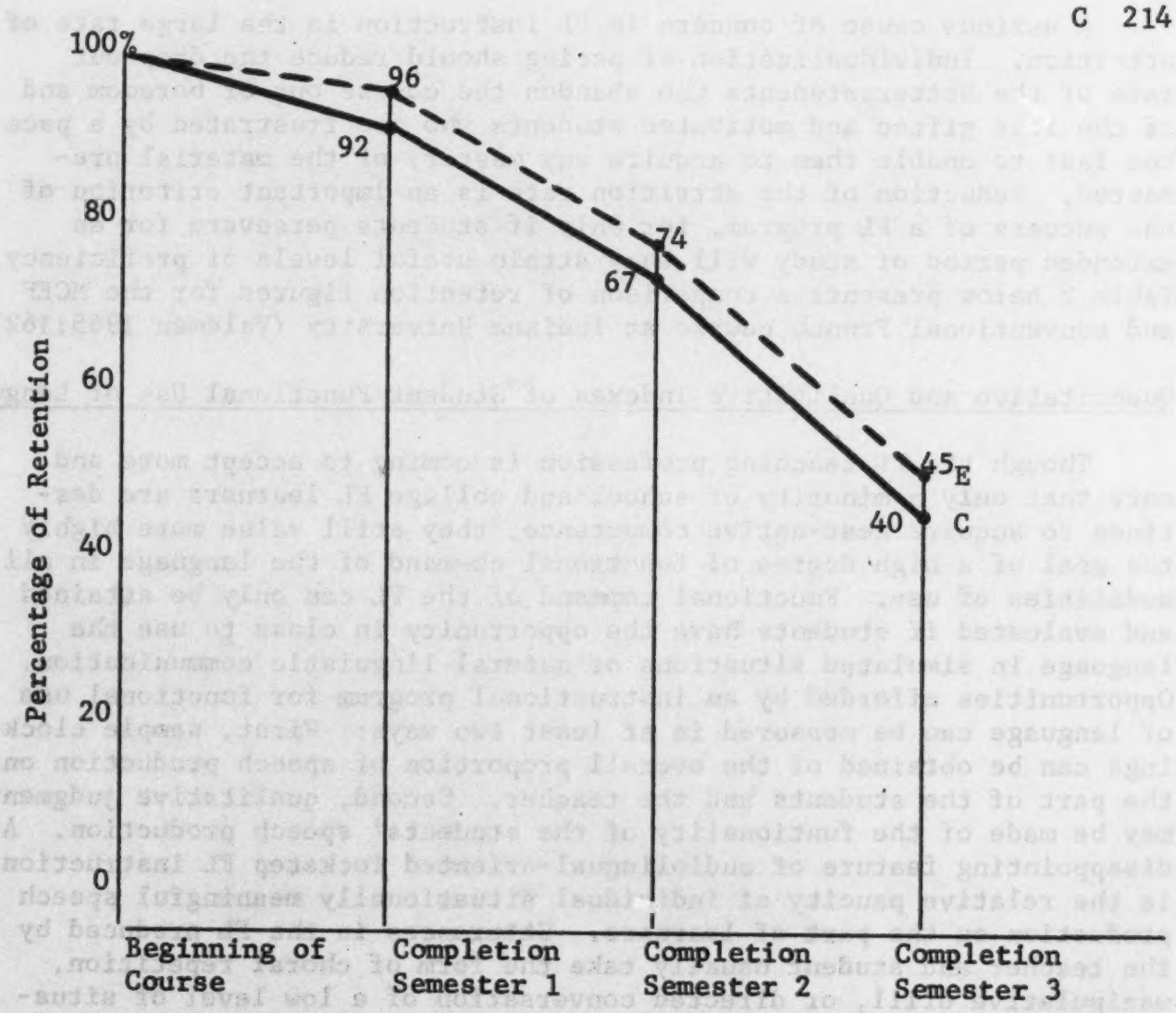
Though the FL teaching profession is coming to accept more and more that only a minority of school and college FL learners are destined to acquire near-native competence, they still value more highly the goal of a high degree of functional command of the language in all modalities of use. Functional command of the FL can only be attained and evaluated if students have the opportunity in class to use the language in simulated situations of natural linguistic communication. Opportunities afforded by an instructional program for functional use of language can be measured in at least two ways: First, sample clockings can be obtained of the overall proportion of speech production on the part of the students and the teacher. Second, qualitative judgments may be made of the funtionality of the students' speech production. A disappointing feature of audiolingual-oriented lockstep FL instruction is the relative paucity of individual situationally meaningful speech production on the part of learners. Utterances in the FL produced by the teacher and student usually take the form of choral repetition, manipulative drill, or directed conversation of a low level of situational meaningfulness. It would no doubt be possible to establish a scale of speech production, assigning the highest value to the formulation and successful transmission of an original message on the part of the student and the lowest to imitation-mimicry drill. The successful transmission of an original message, i.e., one that is not prompted

Table 2

Comparison of Retention Rate for MCEF Course (Broken Line) and Conventional (Solid Line) Control French Course at Indiana University (1961:64)

Initial Enrollments: E 182

C 214



Note that at all points the course containing individualization of pacing showed a lower attrition rate.

by the teacher by means of guided conversation, translation, etc., imposes the greatest cognitive and psychomotor demands on the student. Not only must his response meet certain minimal levels of phonological and grammatical accuracy but he must have sufficient command of the semantic system of the FL to encode the message he wishes to transmit with appropriate vocabulary and deep syntactic features (Goldin 1971).[2] In individually paced FL programs students have more opportunity to use the FL for communicative purposes by interaction in smaller groups with other students or with the teacher, and one should expect them to produce more situationally meaningful speech.

Attitudinal Changes

Jakobovits has devised and administered a variety of questionnaires that attempt to measure student attitudes toward the study of FL's, toward the FL being studied and the people who speak it, etc. (1970). It could be proposed that significant positive changes in attitudes held prior to the period of instruction constitute an important criterion of success of a program of FL instruction. However, it seems unlikely that attitudes would be profoundly modified by the sole variable of individualized versus lockstep pacing. Rather one would look for a closer correlation between attitudinal and motivational factors on the one hand and individualization of goals and objectives on the other. Then, too, attitudinal factors are likely to be determined by the particular goals and objectives chosen by the student, by the congruence between the goals and objectives that he chooses, or that are chosen for him, and his motivation, and by the appropriateness of the approach of instruction selected to the learning strategies that are optional for him.

Individualization of Instruction and Student Participation in the Instructional Process

One of the claimed advantages of the individualization of instruction is that it develops student self-reliance by involving him in the learning process and making him responsible for his success or failure in the educational endeavor (Steiner 1971). According to Steiner, individualization of instruction also increases student motivation and renders instruction more efficient by training the student to assume some of the instructional tasks (1971:14):

> Students will learn to diagnose their own learning habits and will soon find out whether they learn best visually, orally, aurally, etc. They will learn to select activities and resources in which they are interested.

Now, the relative development of self-reliance is a factor that cannot be readily evaluated and measured since one would need to assess its transfer to other subjects and to later learning experiences, say, for high school FL learners, in college FL courses.

While the development of self-reliance would appear to remain one of the areas of achievement that Hatfield (1969:379) has characterized

as "more spiritual than material" and whose assessment would be "futiliterian," there are means of evaluating the relative participation of students in the learning process. In my evaluation of the FL program of the Ferguson-Florissant (Mo.) School District, a school district, it will be recalled, that has implemented the very interesting individualized McCluer High School FL program, I worked out a systems analysis of instructional functions and instructional agents qualified to assume them (Valdman 1968; Phelps and Barrett 1968; Woods 1969). This systems analysis appears in Table 3. Of the twelve instructional functions listed in the table, only one - presentation of authentic native model - cannot a priori be assumed by the learner; nor, indeed, can it be assumed by most teachers either. A FL instruction program may be said to involve the student in the learning process to the degree that he assumes the various instructional functions. The assignment of instructional functions indicated by Table 3 is meant to be only illustrative, though it no doubt accurately characterizes most current individualized programs. It will need to be demonstrated by empirical application whether students cannot adequately handle tasks that I believe they can handle with present-day materials and technology, or whether they could be assigned additional tasks.

Conclusion

With the present-day demands that educators be accountable for the efficiency and efficacy of instructional practices, that still small fringe of the FL teaching profession that is firmly committed to individualization must demonstrate that this mode of learning and teaching is more effective than conventional lockstep instruction. This paper has described a variety of hardnosed evaluative criteria for the determination of the relative success of individualized pacing in FL instruction. It is hoped that these will be implemented and refined and that as individualization of FL instruction is extended to other aspects of the learning context, suitable objective evaluative criteria will be developed.

Table 3

Systems Analysis of Instructional Functions and Instructional Agents Qualified to Assume Them

FUNCTION	COMPONENT				
	Teacher	Teacher Aide	Native Teacher Aide	Machine Materials	Student
1. Presentation of authentic native model	(X)		X	X	
2. Manipulation and drill	X				
3. Explanation	X			X	X
4. Testing	X	X	X	X	X
5. Evaluation	X		X		X
6. Diagnosis	X		X		X
7. Remedial Prescription	X				
8. Listening comprehension practice	X		X	X	
9. Dictation	X		X	X	X
10. Free Conversation	X		X		X
11. Guided Conversation	X		X		X
12. Developing Motivation	X				

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[1]Typical attrition rates for the college level are given below. For the high school level Strasheim (1970b:70) reports for secondary schools in the state of Indiana that only 65% of entering first year students enroll in the second year, 29% in the third, and only 6% in the fourth.

[2]Goldin (1971:13-14) distinguishes two types of grammatical rules: conceptual rules which govern the selection of grammatical processes appropriate for the transmission of a semantic concept, and ground rules which are arbitrary conventions that govern word order, etc. This suggests a hierarchy of learning errors, with errors in ground rules considered less serious than errors in conceptual rules.

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ADDITIONAL REMARKS AND DISCUSSION

Howard Altman:

Although you have deferred to Professor Jakobovits' address for a discussion of affective domain factors, to what extent do you envision that the criteria for success in the affective domain are as important as, more important than, or less important than, those in the other domains with which you have dealt?

Albert Valdman:

I should like to take a rather conservative position. A foreign language teacher, it seems to me, develops or tries to develop incipient or beginning bilinguals. We are concerned primarily with imparting language skills, and I myself would place a higher value on cognitive and psychomotor factors than on affective ones. In addition, it seems to me that the latter are particularly difficult to evaluate, given our present knowledge.

INDIVIDUALIZATION AND ACCOUNTABILITY:

THE QUESTION OF COST AND EFFECTIVENESS

John P. Dusel
Consultant in Foreign Language Education
California State Department of Education

The fiscal year 1972-1973 has been designated by the California State Board of Education as the year for California's public schools to implement a new management system. A series of inservice training sessions was held throughout the State during 1970-1971 to train school district and county personnel in the intricacies of PPBS, which means the Planning, Programming, and Budgeting System. Inservice sessions are going on statewide this year as well. A newsletter from the California State Department of Education written by the Advisory Commission on School District Budgeting and Accounting is intended to keep school personnel posted on the newest developments.[1]

The California State Legislature through resolutions and other legislation has initiated a plan for far-reaching change in the public schools. A Joint Committee on Educational Goals and Evaluation established through Assembly Concurrent Resolution No. 195 is composed of a number of senators and assemblymen and three members of the State Board of Education.[2]

The essence of these resolutions and bills is to assure the citizens of California that their children receive quality education, that educational goals and objectives be carefully defined in terms that can be evaluated, and that accountability in meeting such goals and objectives is desired.

Several plans are afoot to put accountability into practice. The voucher system is one whose advocates believe that it would insure accountability. Governor Reagan has stated that the Educational Voucher Agency which would administer the plan would include in its functions the "accrediting of both public and private schools on the basis of minimum standards of educational curricula and excellence, safety and sanitation; enforcing the quality of education at the schools, public and private, through minimal student performance in standard examinations, and[the Agency]would be charged with seeing that there was no discrimination within accredited institutions."[3]

Opponents of the voucher plan list a number of reasons for their opposition. Foremost among these is that parochial schools wish to obtain public funds under the guise of providing greater accountability. The Constitution defines separation of church and state to insure religious liberty and public education. A voucher system would undoubtedly weaken the public school system financially and encourage mush-

rooming of diploma mills. Furthermore, opponents of the voucher system believe that the premise that private schools are better than public schools has not been substantiated.

Let us now consider the topic of accountability in terms of both students and teachers. Too often descriptions of accountability center upon the teacher without giving any responsibility to students for their actions or achievement. When goals and objectives are established in a foreign language program, the learner unfortunately has usually little to say. What and how he is to learn are determined by the instructor and to a lesser extent by the public school district. I believe that the learner should share in the accountability by helping to determine his objectives. Achieving those objectives which he himself decides upon will assist him in developing a feeling of personal worth. He will probably possess greater purpose and responsibility if he himself has cooperated in the setting of goals and objectives.

Many teachers want to be accountable for the progress of their students. If the variable conditions under which a teacher instructs are, to a large degree, under his control, the results which the teacher obtains will be acceptable to him. But if conditions such as class size and quality and quantity of instructional materials are not under his control, then talk of teacher accountability is out of the question. If teachers are held accountable for excellent results when they have little or no control over problems and weaknesses in a system which is not of their own doing, they will probably be forced to push out or in some other discreet way eliminate all but the fast learner - in other words, they will be forced into retention of just the elite.

How can teachers guarantee that the student will be successful? This is a question the answer to which takes a great deal of thought. Perhaps we foreign language teachers should teach as though we really believed that all students do not learn at the same rate. We cannot, however, guarantee that all students will succeed, even though we individualize instruction, but certainly more may achieve some fluency in a foreign language than now do so.

If legislators are going to mandate certain instruction and then require that certain results be obtained, the necessary funds must also be provided. The public school children of California were required to study a foreign language beginning in 1958. All children in grades 6, 7, and 8 enrolled in such foreign languages as French, German, Italian, Latin, Russian, and Spanish. The legislature provided no special funds to the schools when these subjects were added to the daily schedule. Teachers were supposed to be hired, and equipment and instructional materials purchased, with no extra funds allocated to public school districts. The legislation has since been repealed.

Potential Weaknesses of the Accountability Plan

The concept of cost and effectiveness in individualization and accountability carries with it certain weaknesses or inherent dangers

that should be noted. First of all, the recent discussion of accountability implies distrust of what the classroom teacher is attempting to do. Perhaps I should say that an element of non-trust is present when it is required that a teacher account for his actions and for those of his students. How acute, how deep, or how severe the teacher is made aware of this non-trust will vary - perhaps even almost be non-existent - according to the degree of accountability required by the administration of a particular district. Although many teachers feel threatened, we should not be afraid to determine and specify our performance objectives in teaching and the means by which we hope to attain them.

Secondly, accountability does not take into consideration those student achievements of which the teacher is unaware. In addition, some educators maintain that not everything that is taught can be measured.[4]

Thirdly, those things which are hard to measure may be overlooked or avoided by the teacher. The tendency of the teacher (if greater exphasis is placed upon measurement of what has been learned) may be to limit instruction to those items which can easily be marked right or wrong, can easily be quantifiable, or can readily be observed. Affective goals such as student attitudes and cultural appreciation may tend to be avoided by the teacher who feels pressured to show proof of student learning.

Fourthly, teachers may become so involved in writing specific performance objectives that they may forget the general goals toward which they are teaching. Teachers can so easily become involved in the minutiae of accountability and accompanying responsibilities that they let the trifles engulf them. Writing detailed objectives, individualizing instruction, preparing evaluative instruments and then reviewing the process - these take time, ability, and a great deal of effort. Being held strictly accountable for student progress without having the time or assistance to accomplish the necessary steps places a great burden upon the foreign language teacher. Many teachers have already begun to plan objectives and methods of achieving them, but for many others, to quote Groucho Marx: "The plans are still in embryo, a small town on the edge of wishful thinking."

Now to the positive view of accountability. It may force us into a reevaluation of our goals, systems, and techniques. All of us must take a cold hard look at our purposes and results. The days of making educational alibis may be about over. We are feeling an increasing insistence that student achievement be measured and that schools be judged accordingly. Perhaps a change in our techniques of foreign language teaching may bring about the kind of success that has eluded us. Accountability for student achievement may be a blessing in disguise.

In conclusion, may I offer a definition of accountability that may be of encouragement: accountability judges what the child learns

and not what the teacher teaches. With this definition in mind, we can expect that the learner-centered individualized foreign language classroom of today and tomorrow offers the greatest promise of educational accountability.

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ADDITIONAL REMARKS AND DISCUSSION

Observer's Reaction:

In writing behavioral objectives, different institutions, and even different individuals, may come up with different objectives. Are they all valid?

John Dusel:

It would depend on the individual case, but I should certainly hope so. I don't see why you have to have the same objectives for every student.

PSYCHOLOGICAL PERSPECTIVES ON INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION[1]

Leon A. Jakobovits
McGill University*

I would like to begin by referring to Figure 1 which presents in either two-or three-dimensional form eight basic teaching approaches (the EBTA cube). I would like to examine the characteristics of the three binary distinctions suggested there.

First, non-programmed versus programmed instruction: to me, the most salient differentiating feature between programmed and non-programmed instruction is the extent to which the content of a "lesson" is broken up into small unitary "steps," each to be acquired separately and sequentially. Programmed instruction often has associated with it special "hardware" paraphernalia (e.g., "teaching machines"), but I consider these coincidental (not, however, unimportant or irrelevant), and there exist programmed courses which use textbook-type materials for the presentation of the program. "Self-pacing" is often a built-in feature of programmed courses, but in most cases individual differences in rate of learning are not directly taken into account by the internal structure of the program, and translate instead, into how long it takes an individual to complete a "lesson" and consequently, the overall course. Individual differences in learning style are usually not taken into account at all. Some programs, for instance, will provide short-cuts for the fast learner and elaborations of some steps for the slow learner, while using the same principle of presentation in both instances. Programmed instruction insures acquisition by the very act of completion of the program by the student, and special achievement and performance tests for the course are thus not required. Every student who completes his programmed course or "module" is automatically considered to have been "successful." Finally, although programmed instruction constitutes "individual" instruction par excellence, in the sense that the student is alone with his mechanical or textual "teacher," it does not necessarily represent "individualized" instruction as characterized below.

Second, let me discuss the distinction involved in the contrast between mass and individualized instruction. The fact of mass education, its existence and presence in our, and other, technological societies, is not a result of merely the emergent need of educating large numbers of people. In its present form, it is no less a result of certain specific assumptions about the learning process and the intended educational objectives. I think this observation is notable because too often educators attempt to rationalize many recognized shortcomings of

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* Currently in the Department of Psychology, University of Hawaii

EIGHT BASIC APPROACHES TO TEACHING: THE EBTA CODE

FIGURE 1a

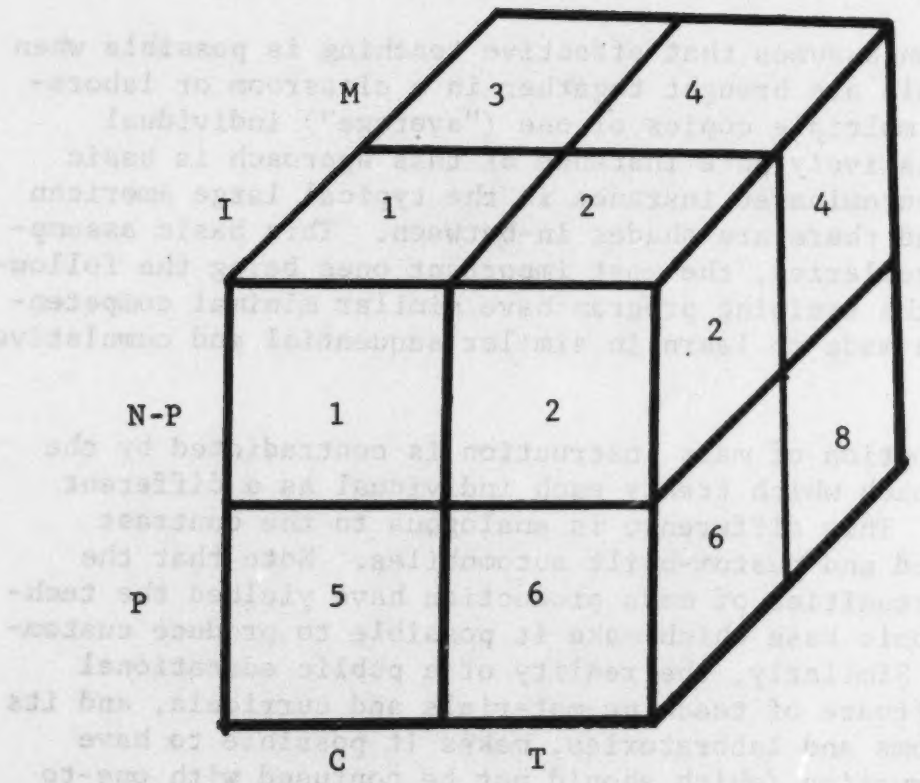

FIGURE 1b

Non-programmed				Programmed			
Individualized		Mass		Individualized		Mass	
Comp.	Trad.	Comp.	Trad.	Comp.	Trad.	Comp.	Trad.
1	2	3	4	5	6	7	8

the educational system by saying that they are the result of an overflow of student population in our schools (or alternately, an underflow of "qualified" teachers). Certainly it is understandable that overflows and underflows reduce the efficiency of a system. But an increasing number of people have come to believe that some of these shortcomings are to be attributed to the assumptions and principles of the learning-teaching process, and have advocated different, often contradictory assumptions and principles. I would like to refer to this difference by the mass versus individualized contrast.

Mass instruction assumes that effective teaching is possible when a group of individuals are brought together in a classroom or laboratory and treated as multiple copies of one ("average") individual ("lockstep"). A relatively pure instance of this approach is basic army training; a contaminated instance is the typical large American graduate school - and there are shades in-between. This basic assumption has several corollaries, the most important ones being the following: graduates of the training program have similar minimal competencies and they can be made to learn in similar sequential and cumulative steps.

The major assumption of mass instruction is contradicted by the individualized approach which treats each individual as a different species of learner. This difference is analogous to the contrast between mass-produced and custom-built automobiles. Note that the principles and opportunities of mass production have yielded the technology and the economic base which make it possible to produce custom-built automobiles. Similarly, the reality of a public educational system, with its software of teaching materials and curricula, and its hardware of classrooms and laboratories, makes it possible to have individualized instruction (which should not be confused with one-to one teaching).

As with orders for custom-built cars, each individual learner is considered a unique and separate problem. Graduates of an individualized training program do <u>not</u> have similar minimal competencies and they have <u>not</u> been made to learn in similar sequential and cumulative steps. These beliefs lead to very different decisions about curricular content and development, and to very different expectations about achievement, performance, and competence. Here, the notion of self-pacing assumes less trivial, more critical importance than in many current programmed instructional courses. Here, examinations and tests are not geared to the school year and "grade level" is not synonymous with age. The conception of "teacher," "classroom," and "homework" become less neat and well-defined; instead, we may speak of "tutor" or "facilitator," and more simply of "work" rather than "class work" or "homework."

We come now to the third distinction I wish to make, traditional versus compensatory instruction, and this is likely to create more difficulties than the other two, partly because the word "traditional" ordinarily includes such a broad range of things, and partly because I have previously used the phrase "compensatory instruction" (Jakobovits,

1970, Chapter 3) where, according to the more refined terminology presented in this paper, I would use "compensatory - individualized instruction." I believe that the additional differentiation is useful and worth the effort.

Traditional instruction makes the following traditional assumptions: that formal education prepares the individual for the "real life" problems outside school; that course and curricula provide specialized knowledge and skills which, in their aggregate, constitute professional or work-setting competence; that the discrete skills and knowledge which make up the content of courses and textbooks are to be selected on the basis of some sort of sampling distribution (in terms of their "importance," "frequency," "usefulness," "prerequisiteness," etc.), since they are too numerous to be taught in their entirety; that acquisition of a minimum specified number of such facts and skills constitutes ipso facto evidence of the acquisition of the specialized competence; that the specialized competence which is the purported goal of the instructional process can be adequately defined in terms of these discrete skills, which is to say, independently of the performer and the context of his performance.

Compensatory instruction specifically denies the validity of these assumptions of discreteness, of sampling, of sequential accumulation, of the quid pro quo of formal instruction and competence. The school is not considered as either a substitute or as a preparation ground for society "out there," but is taken for its face value as a place in society, like the home, or the work setting, which individuals of a certain age are forced to attend, in which they must work and cope to survive as a part of their social and human condition. The school is thus a training and preparation ground only in the trivial sense that the home, the church, the neighborhood, the Boy Scouts, or whatever are training grounds. This is a trivial sense since every decade of an individual's life can be looked upon as preparation for the decades that follow.

If one looks upon the school in this latter way, then the courses and curricula one encounters there would no doubt still provide specialized knowledge and skills, but whether, in their aggregate, they constitute professional or civic competence is an open question to be carefully assessed rather than granted by definition. Similarly, it becomes a problem for demonstration whether professional or civic competence can develop in any way other than by doing and living professionally and "civicly." Furthermore, since our specific understanding of real life situations has always been immeasurably less than our understanding of abstract, theoretical, and artificial systems, it remains to be shown that effective formal instruction which requires specificity of knowledge is at all possible under such conditions. Thus, that people can learn, is an undeniable fact of life; that people can teach, is an interesting hypothesis, but unsubstantiated.

I have now completed my elaboration of the three binary distinctions of basic approaches to teaching. Since each dimension has been independently defined, we have a possible total of eight basic approaches

to teaching. These can be arranged in a three-dimensional cubic figure, as in Figure 1a, or a two-dimensional figure, as in Figure 1b. I would like to discuss the characteristics of a FL curriculum within such a model.

FL Instruction Within the EBTA Cube

In this second half of my paper I am going to adopt a more argumentative style because I believe that fundamental changes are needed in the approaches to FL teaching which characterize many FL curricula in our public educational system at all levels. Programmed instruction is not yet widespread in education, generally, and in FL instruction it is used rather infrequently, as far as I am aware. Individualized instruction in FL teaching is an even more recent development, although there are signs that an increasing number of individual teachers have taken upon themselves the task of implementing some of its principles in their classrooms (see Altman, 1971; Rogers, 1969). Compensatory instruction is not yet a reality anywhere in the public educational system, to my knowledge, but I shall try to argue that we have the know-how to start implementing many of its principles. That leaves the non-programmed-mass-traditional approach (type 4 in Figure 1) as the standard prototype practically everywhere. This approach, as defined in the first half of this paper, makes the following assumptions for the learning and teaching of a second language:

1. The teaching objectives of the language course are stated in very general terms such as "a speaking knowledge" or "a knowledge of 'the four' basic skills," rather than in specific terms as defined by a program for learning. Furthermore, there is no need to break up the knowledge that is to be acquired into the strictly unitary steps of a programmed sequence.

2. With some exceptions (such as remedial classes), learners are treated alike in the overall instructional process.

3. Graduates of a FL course or program have at least similar minimal competence in the second language if the attainment of a passing grade may be considered a valid criteria.

4. Individuals can learn a second language by going through similar sequential and cumulative steps, as defined by the content of a set of lessons organized in various ways depending on the particular text or method being used.

5. The FL course prepares the individual for the use of the target language outside the classroom or laboratory.

6. Communicative competence can be broken up into discrete skills and "pieces" of knowledge for more efficient learning, and these discrete elements constitute the content of lessons, laboratory exercises, and homework.

7. The degree of communicative competence acquired is directly related to, and assessed by the quality of, performance on achievement tests (standardized or examination type) which sample attained knowledge of discrete elements presented in the lessons.

8. Communicative competence or knowledge of the language is defined in abstract, generalized, context-free terms.

On the basis of my evaluation of the language learning process or the development of communicative competence, I have come to believe that, with the possibile exception of the first one, the assumptions associated with the mass-traditional approach are unsound. And I would like to offer some arguments which substantiate my impression. These, at the same time, can be looked upon as a characterization of the individualized-compensatory approach to language teaching, either programmed or non-programmed.

I start with the general premise, often stated by Carroll (e.g., 1965, p. 22) that students in a FL class learn, if anything, precisely what they are taught. This assertion can be interpreted at two different levels, both of which I believe to be valid. At one level, an audio-lingual course that emphasizes "oral skills" will show higher achievement scores on tests of listening and speaking performance than a "traditional" course that emphasizes reading and writing, and, at the same time, it will show lower scores or tests of reading and writing as compared to the "traditional" course. At another level, one that is not discussed to the same extent in the FL teaching literature, the language skills acquired in the classroom or laboratory will be different from the language skills needed for communicative competence outside the school. That these represent different skills is attested by the common observation that the relationship between success on language achievement tests or course grades and the success in communicating in the target language in real life situations is weak. This weak relationship also holds in the reverse situation where individuals who have learned a second language "in the streets," and have success in communicating in it, do not necessarily obtain high scores on standardized achievement tests.

A corollary to this basic assumption is that the development of communicative competence occurs only in learning situations where there is a real communicative need, and as a response to it. The classroom and the laboratory in the context of formal education constitute a social setting where the communicative needs are different from those in non-school settings. This means that the school achiever will develop a pattern of communicative competence that is different from, and not suitable for meeting, the communicative needs outside the school. I am not arguing here that the school context is irrelevant; only that it is irrelevant to a significant number of non-school contexts. For instance, a formal course in History may be relevant to contributing to our understanding of the historical process as viewed within an academic frame of reference, but its relevance to understanding the daily events reported on the front page of a newspaper is unconvincing. The

study of Latin may be relevant to an understanding of Latin and Ancient Roman civilization, but its relevance to anything else is a moot point. Similarly, the study of FL in the classroom may develop certain worthwhile knowledge, but its relevance to the use of that language for communicative purposes outside the school appears to be small (e.g., see Carroll, 1968).

Let me summarize my argument thus far. The classroom represents a non-ordinary, specialized communicative setting, with its own complex rules for conversational interaction and specialized functions for language use (e.g., instruction and problem-solving). Ordinary commonplace conversational interaction has its own and a different complex set of rules, and it cannot be replicated or simulated in the classroom. The communicative competence that underlies it can be developed only in real life situations.

The FL educators and teachers who become convinced of the validity of this argument will be faced with the necessity of making certain difficult, exploratory, but, I think, exciting decisions that will radically change the contemporary spectrum of the FL curriculum. It will be a change away from the mass-traditional approach to the compensatory-individualized approach. The extent of displacement on this spectrum that they may achieve as a result of these new policy decisions will no doubt vary with the existing social, political, and administrative conditions of each school community. This is as it is; but the crucially important point is that each decision that is made, no matter how small in consequence, should be of such character as to move the spectrum of FL instruction away from type 4 in the EBTA cube (mass-traditional) to types 1 and 5 (compensatory-individualized).

Educational Slogans and the Sequential Hypothesis

The field of education ordinarily operates within and by means of educational slogans (see Gordon, 1971). These slogans are represented by folk-theoretical explanations given by teachers and other educators for existing practices and diagnostic activities. Here are some examples: "Students are not working up to their abilities;" "FL instruction is designed to teach the students to communicate in a second language;" "The problem is how to motivate the students;" "I use method X to teach;" "Basic patterns and vocabulary must precede free expression," and so on. The justification for educational slogans (the rationality rather than the superstition behind their application) is a topic not unlike that of the emperor's clothes in the children's story: there is a silent conspiracy (negative contract) not to mention it. I am particularly interested here in the sequential hypothesis which states that language learning is facilitated by engaging in a definite sequence of activities designed to develop proficiency in the so-called "four skills" - again, according to a prescribed sequence. This hypothesis has become so ingrained in the very conception of language teaching that it is seldom remembered that this is a hypothesis rather than a self-evident truth, so much so that questioning its implications strikes many teachers as odd. But consider:

A child learning a first language is ordinarily exposed to the full range of syntactic patterns of the language of adults, and although there is such a thing as "baby talk" that some adults use in interacting with young infants, there is no evidence that this adjustment pattern, or anything else that anxious middle-class parents do to "speed up" language development, has any significant effect on the child's development of language (see Smith and Miller, 1966; Lenneberg, 1967). This experience shows that language <u>can</u> be learned contrary to the sequence suggested in the basic patterns and vocabulary hypothesis. If you think that second-language learning is different from first-language acquisition in this respect, then think of the common fact that many individuals who are immersed in a culture (e.g., immigrants) come to develop communicative competence in the second language in the absence of formal instruction that is guided by this sequential hypothesis.

In the light of these two common observations, one might wish to change the sequential hypothesis such that it is a hypothesis about the most effective procedure of learning a second language <u>in school</u>. But what evidence is there that this is indeed so? What is an alternative hypothesis? One might say, as Carroll does, that students will learn, if anything, precisely what they are being taught. If they are taught basic patterns and vocabulary in artificially structured verbal interactions, they will be able to perform under those conditions, but they will not be able to interact in ordinary communicative interactions. The expectation of transfer from the first to the second communicative setting has too often remained unfulfilled to deserve continued faith. Why not <u>begin</u> the teaching of a language at this second level, in those cases where communicative competence in free conversational interaction is the goal, rather than hope it will materialize by itself in later stages or reserve the practice of it for "more advanced" language learning stages?

Note that the very notion of "basic" patterns and vocabulary is a weakly defined one. Anyone who has transcribed tape recorded versions of free speech must be convinced that we do not ordinarily speak in alternating "sentences" of the type one practices in classroom exercises and simulated dialogues. It is possible, of course, to write an elementary text in such a way that it contains x number of patterns and y number of words and to practice artificial dialogues containing no more than the particular patterns and words in the "basic" text. But this is possible only because what is being said, and how it is said, are artificially restricted <u>in advance</u>. Even the simplest of free communicative interchanges, however, do not subscribe to this artificial restriction, and it is not a source of much satisfaction to realize that, say, 80% of what is ordinarily done in free speech will be subsumed under the "basic" patterns and vocabulary, since it takes the other 20% to successfully transact any conversation.

Rejection of the sequential hypothesis does not necessarily imply the absence of any structure in teaching, even though it is true that, at the moment, we do not know precisely how to systematize the instruction of free conversational competence. This is not because the latter type of structured instruction is inherently more complex and difficult

to achieve, but because we have not focused in our past research and teaching on the systematic organized nature of ordinary conversation, and until we do so we shall remain hesitant and ineffective in our teaching of it. (For a start in this direction, see Sacks, 1971 and the discussion in Jakobovits, 1971).

Anyone who cares to think about it would realize that language is used for many different purposes and in many varieties and registers. These different functions and varieties have different, partially independent, underlying skills and competencies, and it is naive to think that the same basic hypothesis about teaching procedures can effectively meet the developmental needs of these different uses. The traditional classification of the "four basic skills" into listening, speaking, reading, and writing categories seems totally inadequate in the light of recent discoveries in sociolinguistics and ethnomethodology (Ervin-Tripp, 1967; Garfinkel, 1968; Sacks, 1971; Searle, 1969). A more realistic approach would take into account the functions and varieties of language as defined by the context in which the language is to be used: ordinary conversational interaction, language in the instructional process, reading for pleasure, writing business correspondence, and so on. A realistic goal for our current educational objectives in FL instruction would be for the curriculum to establish three separate and independent "tracks:" one track for ordinary conversational interaction, another for reading, and a third for language as it is used in the process of instruction. Each track would be made up of a flexible package of mini-courses or modules, each worth a certain amount of credit points upon completion. Students should be counseled which track to take on the basis of diagnostically evaluated assessment procedures including aptitude, time and opportunity available for study, interest, learning style and perceived goals (see my discussion in Jakobovits, 1970, Chapter 3). The procedures and materials to be used with each track ought to be developed by the FL teacher in accordance with a specification of the skills to be acquired. It is important to choose fairly specific terminal behaviors, defined by communicative context and setting, and to begin training under those conditions <u>at the outset</u> rather than under some allegedly prior or basic but artificial conditions.

The FL teacher is the person who must implement these changes. The prevailing hesitancy of the FL teacher in implementing changes and his dependence on methods and commercially available courses must be actively discouraged by FL administrators and supervisors. For over twenty years now, the FL profession has encouraged this kind of dependence and if such methods and courses had been effective they should have been more successful than they have in fact been (see Carroll, 1968). It's time for a swing of the pendulum in a totally different direction, in the assertion of the teacher's own role in the instructional decision-making process. Nothing short of this is compatible with the professional responsibility and personal integrity of the teacher.

Initiating Change: The EBTAmobile Trip

In this final section I would like to make more specific suggestions as to the kind of changes in FL instruction that I think are desirable. The EBTA cube represents a way of talking about the philosophy of teaching that is basic and general. How does movement take place within the EBTA cube, say, if we wish to move from the top right hand corner (type 4) to the bottom left hand corner? A method of translocomotion occurs to me which I shall briefly describe, but given its presently unrefined character, I hope it will be taken not as a method to be applied, but rather as a method to be discussed. I shall call this proposed solution to the problem of initiating change in basic approaches to teaching the "Triadic Method of Least Resistance" and the ensuing profile of the instructional changes, the EBTAmobile Path.

Step 1. List the instructional areas in which you believe you have some degree of control. I would like to suggest the following seven general headlines.

A. The shape of the overall curriculum
B. Course content and materials
C. Classroom activities and assignments
D. Type of tests and their timing
E. Nature of the grading system
F. Distribution of time and work modules
G. Opportunity for diagnostic and remedial activities

Step 2. Get together with administrators and supervisors and discuss all alternatives that occur to you in these instructional areas in connection with the following four directions of change:

1. Ratio of student/non-student initiated acts
2. Specificity of student contract
3. Degree of self-pacing
4. Nature of student/teacher interaction

Theoretically, you have a 7 x 4 matrix of 28 boxes each of which is independent of any other (see Table 1). For instance, for area A (The shape of the overall curriculum), the ratio of student-initiated acts may be quite low, whereas it may be quite high in areas D or F. The degree of self-pacing may be substantial in area F and insignificant in area D. A specific contract may be drawn up between the student and the teacher in area D but imposed by the teacher in area B. By "nature of student/teacher interaction" I have in mind particularly two scales: 1) teacher as authority figure vs. teacher as tutor or facilitator and 2) high vs. low empathic understanding between student and teacher (see Barrett-Lennard, 1962.)

Step 3. Get together with the students and discuss these alternatives with them, noting whatever additional suggestions they may have.

TABLE 1

THE TRIADIC METHOD OF LEAST RESISTANCE

Steps 1-4: The theoretically possible paths: 280 changes

	1	2	3	4
A. The shape of the overall curriculum 1 2 3 4 5 6 7 8 9 10				
B. Course content and materials				
C. Classroom activities and assignments				
D. Type of tests and their timing				
E. Nature of grading system				
F. Distribution of time and work modules				
G. Opportunity for diagnostic and Remedial activity				

1 = Ratio of student/non-student initiated acts
2 = Specificity of student contract
3 = Degree of self-pacing
4 = Nature of student/teacher interaction (degree of facilitation; empathic understanding)

Steps 5-6: Draw line above geometric average of stress points in each box between teacher/administrator/student, and implement.

Step 4. Make a list of possible changes within each of the 28 boxes and arrange them in a rank order of extent of departure from current practices, such that the change in rank position 1 would be minimal and that in position 10 (say) would be fundamental, with 5 being "somewhat rocking the boat but not pulling down the roof over your head." You end up with a matrix list of 280 changes (10 changes within each of the 28 boxes). This grid of 280 change items constitutes the possible theoretical path of the EBTAmobile. To determine the actual path that is possible for you, with your particular students and in your particular school at any particular time, figure out the path of least resistance, as follows:

Step 5. Draw a line above the first change item in each of the 28 boxes which represents for you the point of psychological stress, that is, a change that you cannot live with comfortably if you were to function under those conditions. In some boxes your stress point may be at rank 2, in others you may be courageous enough to go down to rank 6 or 7. You end up with 28 scores for yourself varying between 1 and 10 (if you used a ten-point scale). This is your psychological change profile. Now determine in a similar way the psychological change profile for your supervisor, and also for each of your students if you are committed to an advanced individualized instruction program, or, if you are working in a mass-oriented environment, use the average student psychological change profile for the class. Determine the path of least resistance by computing a geometric average for the three psychological change profiles. This will give you the context-specific instructional profile that is possible in your school at this time.

Step 6. Implement immediately all change items in each of the 28 boxes that fall above the line of the path of least resistance.

And Presto! - you are well on your way towards an individualized program. A cautionary note: it should be good practice to recompute the path of least resistance at the beginning of each semester.

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[1]This presentation is based on a paper entitled "A Typology of FL Education with Particular Emphasis on Compensatory and Individualized Instruction" which was prepared for delivery at the Kentucky Foreign Language Conference, Lexington, Ky., April 1971. Based on Chapter 7 of Leon A. Jakobovits, The New Psycholinguistics and Foreign Language Teaching: Collected Essays. Rowley, Mass.: Newbury House Publishers, 1971 (forthcoming). Reprinted by permission of the publisher and author.

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SECTION II

SMALL-GROUP PRESENTATIONS

1) The Function and Techniques of Group Work in an Individualized Program

2) The Process of Contracting

3) Teacher Training for Individualization of Foreign Language Instruction

4) The Development of Curricular Materials (Including Programmed Materials) for Individualized Foreign Language Instruction

5) Techniques for Developing Proficiency in the Spoken Language

6) Adapting Existing Materials to Individualized Instruction

7) Administrative Issues in Individualizing

8) The Role of "Hardware" in Individualizing Foreign Language Instruction: Present and Potential

9) Problems in Testing, Grading, and Issuing Credits

10) Implications of Individualized Instruction for Bilingual Education, English as a Second Language, and English as a Second Dialect

THE FUNCTION AND TECHNIQUES OF GROUP WORK

IN AN INDIVIDUALIZED PROGRAM

I. Position Paper: Jermaine D. Arendt,
Consultant in Foreign Languages
Minneapolis Public Schools

II. Reports and Recommendations of the Committee:

Jermaine D. Arendt, Chairman

Martin T. Barrett,
Chairman, Department of Foreign Languages
McCluer High School
Florissant, Missouri

Lola A. Mackey
Department of Foreign Languages
Arizona State University

III. Audience Reactions and Comments

THE FUNCTION AND TECHNIQUES OF GROUP WORK IN

AND INDIVIDUALIZED PROGRAM

Jermaine D. Arendt
Minneapolis Public Schools

The group is the conventional instructional setting. In conventional lockstep and teacher-centered instruction, it provides motivational, goal-setting, teaching-learning, and evaluational activities. Individual difference in rate of learning is accounted for by differing amounts of independent study which students devote to assignments. Individual interests of students are seldom taken into consideration although class planning of activities may occasionally be done. Sometimes the teacher subdivides the class for special activities that require smaller numbers of participants.

When schools undertake individualization of instruction the focus is generally on individual rates of progress through a standardized curriculum. However, particularly at the intermediate level, there may be attempts to tailor the curriculum for each child.

In any case, after a short period of individualized learning, many teachers find it difficult to conduct any meaningful group session involving more than a handful of students. This discovery is a rude shock, since many whole-class activities the teacher is accustomed to using are apparently no longer useful. As a result the teacher turns to small groupings of students including in each group students with similar rates of individual learning.

Discussions between advocates of more individualization of foreign language instruction and supporters of "lock-step" classes sometimes polarize partisans of each side. Those who would individualize seem forced to charge that little or no individualization has taken place at least since audio-lingualism became fashionable. Such an inference ignores independent study language laboratories, workbooks, worksheets, home study discs and textbooks, all of which are designed for the individual to work for a time independently from his fellows.

On the other hand, the successful audio-lingual teacher may point proudly to the group feeling that exists in his classes and express the fear that this will be lost in a program of study that stresses individualization.

It is the purpose of this paper to demonstrate that grouping and individualization are not diametrically opposed, and that generally the profession supports both concepts; and to point out some of the advantages of various groupings.

Advantages of Grouping

Economy. Obviously a major reason for teaching more than one student at a time is that cost of instruction is reduced dramatically as the number of students taught by each teacher is increased. Such reasoning, however, assumes that students would not learn without direct instruction.

Reduction in cost is not an important factor in our discussion since recent efforts at individualization are based on the idea that materials provided for the learner will enable him to work without constant intercession of the teacher.

In fact, some of the grouping schemes now being used in schools call for increased expenditures since they ask for paraprofessional help to work with smaller groups.

Unique Learning. There is good support among foreign language researchers for grouping as an integral part of individualized programs. Valdman (23) recently wrote of the need for teacher-student involvement and small-group activities. Grouping provides communication opportunities between learners when print materials or technological media are carrying the main instructional load. Groups of various sizes help to vary learning experiences and make learning more interesting. Furthermore, some children work better with peers than alone. Grouping makes it possible to discuss questions that books and machines cannot answer easily, if at all.

Motivation.

> The democratic classroom is the most highly motivating, congenial and cohesive. (Morse, 14)

However the full class (intermediate size) group is only one possibility. Smaller groups have their advantages. Students in them are said to show more interest in task accomplishment, greater correspondence in activity to interests and abilities of students, and increased interaction (Ciotti, 3). That is to say, grouping may provide for some homogeneity of interest or ability that serves at least temporarily as a strong motivator for group members.

Newmark (15) in an experiment using programmed materials found that relatively few seventh graders were capable or motivated enough for completely independent study. Shulze (18) increased motivation by allowing low-achieving students to work in pairs rather than in isolation.

Social Goals. Scores of authors in recent years have stressed the social objectives of the school experience. One of the most recent is Glasser who says that education for social responsibility should be a part of every school program.

> Learning to help one another solve the common problems of living, learning that when we have educational difficulty we are not alone in the world, are ideas few people associate with school. (Glasser, 7)

Group work serves the integrative, intercultural, multi-ethnic objectives of education. It recognizes that an important part of living is living with others, in schools, families, vocations and recreation.

The Large Group

As defined by Horne (10), teaching any group of 10 or more may be defined as mass instruction. If this definition is accepted then we must assume that in teaching ten or more students at one time we should use different learning activities from those we choose when we are able to create subgroups.

Of the various grouping possibilities, large-group instruction is generally the least successful because inevitable individual differences in motivation and achievement are exaggerated when the lesson is primarily a lockstep presentation essentially without individual viewer (learner) input, often amateurish, and the reluctant learner can hide in the large numbers of his fellows.

The successful large group presentation is likely to be a well made foreign language film, a televised lesson, a set of slides or a filmstrip as a part of an illustrated lecture, and special carefully prepared student presentations. Group singing may also be done in this setting.

The Intermediate Group

The intermediate group, like the large group, would be defined as mass instruction by Horne (10). It ranges in size from 10-35 students and is what we normally call a class. Many of the activities conducted in this setting have been those which are better suited to the small group and others might well be conducted in larger groups.

As long as students are assigned to teachers in these numbers at one time, some activities are likely to be planned for all class members even though most learning may be individualized. The activities suggested for large group instruction can usually more effectively be conducted in class-size groups because student inattention is reduced. In addition, the intermediate group can be conducted as a class council (Niedzieski, 16). Such a council might choose unit topics, set objectives with the teacher, decide on culminating activities for the unit, participate in display sessions to demonstrate learnings from independent and small-group study. It might also provide the setting for determining small-group and individual activities and makeup of small groups.

For certain kinds of discussion the class group may be superior to the small group. When the success of a discussion depends upon a wide background of information and opinion, the somewhat larger group may better provide this than a group of 5-9.

Possible Activities. Choose unit topics
Set objectives for units

Choose culminating activities
Participate in display sessions
Participate in educational diagnosis for later independent or small group remedial work or interest activities
Participate in initial listening and mimicry-memorization practice
Participate in open ended discussion of important subjects (i.e., artistic criticism, social problems, world events)
Play games that can involve sizable numbers of students (i.e., Bingo, Spelldown, Worddown, Twenty Questions)

The Small Group

Horne (10) calls learning by 1-4 students individual instruction, and 5-9, small-group. His research indicates that in intensive instruction the small group is the optimum size for teacher-directed intensive language learning. Flanders (5) writes that general research shows that a group of 7 or smaller is unlikely to have verbal non-participants.

Horne (10) says that excellent results in small groups depend upon proper choice of teaching-learning activities. Wrightstone (26) supports this statement and adds that forming ability groups is difficult and that a wide variety of materials is necessary if grouping is going to be successful.

Writing in 1960, Lehmann (11) says there is more variety in small-class activities and that more invention and adaptation occurs. As the class size increases the effective amount of individual participation declines.

Small groups may be formed to provide special instruction to groups of like ability or interest,or simply because they are best for a given kind of learning. Learning may be remedial, supplementary, or perhaps just more intense.

The student is less dependent on the teacher than in the normal class setting but in contrast to independent learning he is a partner with his peers in learning. The group or "team" allows for development of freedom and self control with team controls. Students cooperate and compete in the team.

Team learning can contribute to educational effectiveness, humanizing learning, building a sense of responsibility, creating interest, focusing on the relatedness of ideas and on the student.

When small groups are under close supervision of a teacher or paraprofessional they are generally very effective because each individual can be involved more often, fear of making errors is reduced, more frequent involvement leads to greater attentiveness, and intimacy of a small group heightens enthusiasm.

On the other hand,when groups must function without the teacher

they sometimes fall apart. Lack of productivity when working without teacher leadership may indicate lack of an accepted student leader, ignorance or non-acceptance of goals for group activity, or lack of preparation in how to go about the task. Proponents of small-group learning stress that students must learn how to work with each other in small groups. Early group activities may require considerable teacher involvement or working with carefully structured activities such as work-sheets, learning activity packages,or even programmed materials. Later on,students will often be able to choose their own preferred learning mode after setting their own goals under the leadership of one of the group.

Besides the dynamics of group work, students must receive guidance in the techniques of dealing with each new learning task. For example, beginning students need help in the use of the textbook as a reference, in building questions and answers, performing various drills, and so on. Intermediate level students may need help in techniques of attacking unusually difficult sentences, in using reference materials, preparing presentations for others,and many more problems for which they have inadequate background. The teacher must anticipate these problems in helping a group get started so that he will not be interrupted time and again as he tries to work with other students. One effective way of dealing with occasional learning problems is to let the group attempt to devise a strategy for learning. However,deadlines should be set,and the teacher or aide should check back before long to help a group that is floundering.

While it is helpful for the teacher to have paraprofessional help (i.e., an aide who speaks the language, a student teacher or a student aide), these monitors should not intrude to the degree that the group does not have the opportunity to learn to do much of its work without outside assistance or compulsion.

Possible Small-Group Activities

Least Sophisticated

- Working together on special short assignments such as work-sheets and Unipacs
- Practicing and presenting dialogues
- Performing pattern drills
- Practicing dictations
- Reading aloud and clarifying meaning
- Asking and answering questions on dialogues and narrative content
- Creating and performing simple recombinations of known dialogue material
- Viewing visuals and listening to recorded material
- Playing simple games
- Recording simple dialogues
- Working on remedial exercises
- Making simple reports (probably in English)
- Putting up bulletin boards
- Preparing and presenting pantomimes
- Competing with other groups in solving crosswork puzzles and riddles

Competing in preparing and presenting a song

More Sophisticated

Doing group planning
Working together in a heterogeneous group on exercises in which there are minimal and maximal possibilities for study activities
Working together in a continuous progress program in which all students complete the same assignments
Writing and performing guided skits
Playing moderately sophisticated games
Choosing alternatives (various techniques and media) to solve problems
Preparing for and carrying on a discussion with a native speaker who comes to the classroom as a resource person
Preparing cuttings from dramatic works

Most Sophisticated

Working in a group in which members decide upon special assignments for each student
Performing individual research and combining information for a cumulative activity
Creating original television, film and audio recordings
Presenting original skits and cultural reports
Demonstrating how to do something
Preparing talent shows

Toward Individualization Through Grouping

Most discussions of individualization, as pointed out earlier, are concerned with differing rates by which students learn a prescribed amount of material. In this case grouping, when it is done, usually brings together students with similar learning rates. Sometimes students may be grouped for remedial purposes or for supplementary projects.

In the past few years language departments have rediscovered individual interests among language learners. This movement toward a student-centered curriculum has inspired a host of new programs including quarter courses, interdisciplinary courses, "honors" courses, continuous progress courses, and maintenance-of-skills courses (Arendt, 1). The degree of independent work in these courses often varies depending upon the teacher and the students. Groups are likely to be formed of friends and other peers with similar interests. They will be more heterogeneous in terms of language achievement but more alike in motivation. Independent activities may be determined in the group according to interest, preferred learning mode, and language proficiency of group members.

Summary

1. In individualized instruction the large group and intermediate group are not as useful as the small group.

2. The group provides unique foreign language learnings which are difficult or impossible to provide in individual study.

3. The group setting is uniquely motivating.

4. The school has social goals which can only be achieved in a group setting.

5. Certain kinds of activities (i.e., film viewing) can be quite satisfactorily carried on in larger groups. Certain kinds of discussion probably require the intermediate group.

6. The small group seems to offer the greatest opportunities for providing a variety of group learnings.

7. Effective learning in small groups requires experience on the part of both teachers and students.

8. Some new courses being introduced in high schools create groups based on interest rather than achievement.

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REPORTS AND RECOMMENDATIONS:

COMMITTEE ON

GROUP WORK IN AN INDIVIDUALIZED FOREIGN LANGUAGE PROGRAM

COMMITTEE MEMBERS:

Jermaine D. Arendt, Minneapolis (Minnesota) Public Schools
Martin T. Barrett, Ferguson-Florissant (Missouri) Public Schools
Lola A. Mackey, Arizona State University, Tempe

The conventional foreign language class has varied in size over the years depending upon enrollments, administrative edict, and a host of other conditions. Whatever its size, the class has by and large provided successful learning experiences and has sometimes been characterized by a degree of individualization. At the same time a strong esprit de corps through interaction has been characteristic of class activities.

As we move toward individualization, four questions seem pertinent:

1. Should students have group experiences?
2. If so, what kinds of groupings are advisable?
3. What activities are suitable for groups of various sizes?
4. What problems can we anticipate in structuring and implementing group work?

Some possible answers to the above questions:

I. SHOULD STUDENTS HAVE GROUP EXPERIENCES?

a. Group experiences are a necessary part of an individualized program.
b. Groups of various sizes provide unique learnings, stimulate interest, and help achieve social goals.
c. In foreign language instruction the small group offers the best opportunity for more personalized student-to-student and student-to-teacher interaction.
d. Successful use of the various kinds of groups depends upon:
   1) the teacher's willingness to use techniques appropriate to the size of the group.
   2) the availability of suitable facilities for grouping.

II. IF SO, WHAT KINDS OF GROUPINGS ARE ADVISABLE?

a. Students may be grouped homogeneously or heterogeneously, depending upon the activity. They may be grouped according

to ability, common achievement, or a mutual interest in some objective.
b. Group size is determined by the nature of the learning activities and objectives.

III. WHAT ACTIVITIES ARE SUITABLE FOR GROUPS OF VARIOUS SIZES?

a. Large group (over 35 students)
This grouping is suitable for viewing films, televised lessons, slides and filmstrips as part of an illustrated lecture, student presentations, how-to-do-it-yourself type of demonstrations, and for participating in group singing.
b. Intermediate group (10-35 students)
In this group learners:
Choose unit topics and set objectives for units.
Participate in initial listening and mimicry-memorization practice.
Participate in open-ended discussion of important subjects, such as world events. social problems, etc.
Play games: Bingo, Spelldown, Twenty Questions, Jeopardy, etc.
c. Small group (2-9 students)
There is a large choice of teaching-learning activities. Especially useful are conversational groups, open-ended study projects, and preparing group presentations.

IV. WHAT PROBLEMS CAN WE ANTICIPATE IN STRUCTURING AND IMPLEMENTING GROUP WORK?

a. Groups often disintegrate - self-destruct - when they function without the teacher.
b. Students may not know how to work in a group.
c. Teachers are unclear as to their role, i.e., when to step aside, or as to what activities are suitable for various groups, how to move from one kind of group to another, etc.

Recommendations

1. Teachers should receive training in how to organize groups:
   a. Begin with traditional class group.
   b. Break class into small groups as soon as students are observed pulling away or lagging behind.
   c. Group either according to ability, achievement, interest, or how students motivate each other - how they work with each other.
   d. Dissolve small groups into independent learning when small groups become unproductive, allowing students to pair themselves at any time naturally, then regrouping.
   e. Bring students together often in small and intermediate sized groups.

2. Teachers should receive training in how to work with groups:
   a. Allow students to set goals for themselves with suggestions from the teacher when necessary. Develop variety of activities and

resources by which students can attain goals and set tentative time limits.
   b. Act as resource person, guide, programmer, catalyst, diagnostician, prescriber, and evaluator.
   c. Develop sensitivity to group needs, varying the size of groups when necessary. There seems to be a greater need for variety and teacher control in beginning levels and with younger pupils.

3. Student aides and paraprofessionals should be assigned some duties:
   a. Keep records.
   b. Help teacher prepare worksheets, guides, materials.
   c. Converse with students, develop communication skills.
   d. Observe student attitudes, performance and abilities (information can be used for prescribing, for regrouping, for preparing appropriate questions and materials which will meet level attained by each student, etc.).
   e. Review the success, needs, interest, desires, and progress of students.
   f. Help teacher keep current on new materials and their availability.
   g. Check written assignments.
   h. Evaluate (test).

4. Teachers and administrators should provide for various planned activities with appropriate materials, equipment, and facilities. Have available:
   a. Facilities for different modes of instruction (small-group, large-group, independent study, remedial study, lab work).
   b. Resource center or learning center.
   c. Lab for library use.
   d. Audials and visuals.
   e. Equipment such as television, tape recorders, cassettes, overhead projectors, filmstrip and slide projectors, etc.

ADDITIONAL REMARKS AND DISCUSSION

Irmgard Hunter:

If you plan to use group work in an individualized program, you should stress that a great deal of analysis of the students by the FL teacher is necessary. One might want to appoint a leader to a group where his natural leadership qualities could be utilized and other students could go to this person for help. That would relieve the teacher to a certain extent. Dr. Gérard Poirier of the Center of Team Learning in Berkeley does this, and in quite a structured classroom.

THE PROCESS OF CONTRACTING

I. Position Paper: John F. Bockman,
Coordinator of Foreign Language Instruction
Tucson (Arizona) Public Schools

II. Reports and Recommendations of the Committee:

John F. Bockman, Chairman

Fred LaLeike,
Individualized Instruction Project Director
Joint School District No. 1
West Bend, Wisconsin

Victor E. Hanzeli,
Director, Washington FL Program
University of Washington

III. Audience Reactions and Comments

THE PROCESS OF CONTRACTING IN FOREIGN LANGUAGE LEARNING

John F. Bockman
Tucson (Arizona) Public Schools

Our society is passing rapidly through advanced stages of democratization - the granting of civil rights and "rights of personal deference" (the kinds of consideration that were once reserved to members of upper classes) to social groups and age levels which have never before enjoyed them. Inexorably, this is changing the forms of all those personal relationships which are based on an inferior-to superior status, including the relationship of student to teacher.

Advanced democratization of this society is clearly imposing four difficult new conditions on any pattern of reform we might offer to implement a new relationship between teacher and learner. These conditions have created growing dilemmas in the management of learning processes. It may be reasonably argued that these dilemmas must be resolved if education as an institution is to survive as an effective universal teaching agency.

One dilemma goes to the very heart of the instructional leadership role:

1. Paternalism and autocracy in the teaching act are now inappropriate and increasingly unproductive and unacceptable;
2. Nevertheless, an abdication of critical functions and accountability for learning outcomes by competent instructional leaders is intolerable.

The other dilemma is that posed by John W. Gardner in his little book, Excellence: Can We Be Equal and Excellent Too?

3. Universal learning must be accessible to everyone; and
4. Simultaneously, excellence of performance must be achieved both in some absolute sense and to the highest level of individual capability.

Society's paradoxical expectation in (3) and (4) recognizes that educational excellence has traditionally been produced by excluding aptitudinally weak and culturally atypical individuals from participation in certain learning processes. On the other hand, where universal participation has not been denied outright, learning outcomes have tended to be abysmally mediocre. Society today is disposed to reject both exclusion and mediocrity.

The social phenomena and issues underlying the above four conditions are well known. They are widely debated through the media and in national best sellers. Fortunately, the debate has a direction. It seem to converge on the crucial and immediate need for broadening decision-making power among all strata of the population, including the aptitud-

inally weak and the culturally different. Any reformation of the teacher-learner relationship we might propose must also take into account these contemporary needs.

With these conditions and considerations in mind, we may address ourselves to contract writing as a possible way, known and socially acceptable, to restructure the teacher-learner relationship. If properly conceived, contract writing might:

1. Reduce or eliminate entirely an inordinate domination of learning by the teacher;
2. Preserve all the critical functions and the accountability of the teacher;
3. Proportion educational opportunity to the preparation, motivation, and pacing needs of the learner; and
4. Promote excellence of achievement absolutely and in terms of individual capability.

Contract writing might also help meet the need for broadening the base of decision-making. It might do all these things and do them well if contract writing evolves as a broad process expressing a new relationship between learner and teacher. Contract writing, however, should be carefully considered, not as an end in itself, but as a part of a process.

The contract instrument itself is at best an articulation of commitment by the student to goal-setting and to other processes in which he has had a voice. We should not be so naive as to believe that an instrument of any kind will contribute significantly to the resolution of any of our dilemmas. It will not. A contract instrument lends itself readily to misuse. Practice will show that a contract, in itself, will mean little or nothing to the learner unless he has participated in the foregoing processes. The contract must be no more than a point, albeit a renegotiable point, in the contractual process. The term "contractual process" seems to express a more viable, developmental concept for the individualizing of learning management than do the terms "contract" or "contract writing."

The psychosociological environment suggests that there is positive danger in attempting to enforce the employer-employee, landlord-renter, master-servant relationship in learning interaction. The teacher really has little to give to learning processes of learners except facilitation and emotional support. Learning is a learner thing. The teacher may demand, and may even get, subservience, but on all sides there is evidence that we do not need to strengthen agreement to work (learn) for a "boss." We do need to strengthen agreement to cooperate for the common and individual good.

What, then, is the role of the teacher in the restructured teacher-learner relationship which the contractual process and the contract instrument may facilitate? We can see in the teacher an initiator and a supporter of the contractual process who acts at times in the role of lawyer (helping to define terms, responsibilities, rights, and con-

sequences), and at times in the role of judge (evaluating, determining and rewarding).

What are the attributes of a strong, legitimate contractual process? It would seem that the essential elements of the process are these:

1. Careful goal-setting by a learner in consultation with a teacher. (It is important to remember that there are legitimate goals outside the traditional skills in foreign language learning. Statements of our professional societies in this regard should be interpreted broadly by the teacher.)
2. Thoughtful acceptance by the student of legitimate and necessary constraints, e.g. time, place, specification of mode, and all conditions representing the requirements of the school.
3. Mutual determination by student and teacher of time, deadlines, means, and conditions of evaluation, preferably in precise terms; and
4. Expression of agreement (contract instrument).

Among optional elements of the contractual process might be:

1. Specification of procedures for renegotiation of contract provisions.
2. Specification of appropriate modes of learning; desirable number of contracts, i.e. time spent with teacher, paraprofessionals, and resource personnel; materials to be used, etc.

The highly individualized nature of the contractual process may be thwarted by:

1. Standardization of the contract instrument.
2. Imposition of arbitrary and capricious constraints.
3. Unilateral imposition of conditions of evaluation.
4. Failure to secure genuine and mutual agreement on objectives.

It should be remembered that in spite of all our presumption, the learner in a real sense gets nothing out of the arrangement except an opportunity to learn. His responsibility for learning is formalized. His knowledge of himself and his part in the process of learning is fortified. He is, however, both the party of the first part and the party of the second part. He should <u>not</u> be contracting with <u>us</u> to rent the facilities, or to deliver services, or even to produce a finished product (e.g., a report), although these may appear to be true. He should in effect be contracting with himself to learn. The teacher is merely a witness to the fact. The more the teacher becomes the party of the <u>second</u> part, the less reformative the contractual process will be.

There seems to be no good reason why the contractual process should differ essentially with the level of learning. The substantive elements of each instrument should be individually tailored to need and capability.

The contract instrument should specify all the essential elements of the contractual process listed above.

REPORTS AND RECOMMENDATIONS:

COMMITTEE ON

THE PROCESS OF CONTRACTING IN FOREIGN LANGUAGE LEARNING

COMMITTEE MEMBERS:

John F. Bockman, Coordinator of Foreign Language Instruction, Tucson (Arizona) Public Schools
Victor E. Hanzeli, Director, Washington Foreign Language Program
Fred LaLeike, Project Director, West Bend (Wisconsin) Individualized Foreign Language Program

Introductory Statement

The profession is urged to draw a clear distinction in theory and practice between the writing of contracts and the process of contracting for individualized or independent study. Essentially, the process of contracting is one of entering into convenants for learning and has moral rather than legal connotations. The term process seems to express a more developmental concept for the management of individualized study than the term contract writing, which has final, legalistic overtones.

Possibilities for a Restructured Teacher-Student Relationship

The process of contracting for learning seems capable of restructuring the relationship between teacher and student. A restructured relationship between teacher and students seems overdue in the light of contemporary psychosociological conditions. Specifically, the contractual process seems to hold promise of:

1. Promoting good individualized guidance;
2. Achieving effective individualized motivation;
3. Securing careful individualized evaluation;
4. Developing a personalized environment for learning.

While the above are normally, but not exclusively, teacher functions, they may be shared with a wide range of personnel, and should be shared with students.

It is recommended that the individualized contractual process, which possesses the above-mentioned potentialities, be employed to restructure the traditional teacher-student relationship by:

1. Eliminating, or at least reducing, unwarranted teacher domination of student learning processes where this may appear necessary or desirable;

2. Preserving, at the same time, all the critical functions of teachers as the managers of learning processes;

3. Proportioning educational opportunity to the preparation, motivation, and learning modes of learners;

4. Promoting both excellence of achievement and a striving for excellence of achievment by all students.

All the above are critical needs of society. If these can be met, the process of contracting may facilitate at least a partial solution of serious dilemmas facing contemporary education.

Definitions

The process of contracting is a sharing of decision-making by student and teacher, with the teacher assuming a facilitative rather than a dominating role. The process subsumes the development of student goal-setting capabilities, greater self-understanding, and commitment to achievement. It must be expected to require time.

The contract instrument is essentially a written agreement to perform certain tasks and/or to reach certain objectives. It may assume a great variety of forms and may be either simple or complex, depending on the commitment for which it is written.

Contract Writing

Contract writing refers to the production of a contract instrument. It is a terminal, but preferably a renegotiable, point in the process of contracting. At its very best, the contract instrument represents the articulation of a student's individual commitment to:

1. Goal-setting;
2. Methods of attaining objectives;
3. Conditions of evaluation;
4. Acceptance of necessary constraints.

The expression of commitment, which is essential to the contractual process, is the chief value of the instrument. The contract instrument should express this commitment under whatever conditions and constraints apply. Since it is a moral, not a legal agreement, it may be signed and witnessed, but because it expresses a learning commitment, in no sense should it be regarded as conclusive and unalterable if conditions or constraints change.

Cautions

The contract instrument, in the absence of a contractual process, may be relatively meaningless, if not positively harmful, as a support to learning. It is strongly recommended, therefore, that the following prescriptions be observed:

1. The instrument should not be used to impose arbitrary and capricious constraints on learning;
2. The instrument should not be used to impose unilateral conditions of evaluation;
3. The instrument should not be used to secure feigned or forced agreement on objectives;
4. The instrument should not be treated as an inflexibly legalistic obligation to rent facilities, deliver services, or produce finished products.

Conclusion

There appears to be no reason why the contractual process should differ with the level of instruction. The substantive elements of each contract should be individually tailored to need and capability.

APPENDIX

SAMPLES OF VARIOUS STYLES OF CONTRACTS CURRENTLY IN USE

SPANISH SEMESTER CONTRACT

Name _____ Semester Fall / Spring 197____

Years of Spanish (Include present year) Jr. High _____ H. S. _____ Year in School: 9 10 11 12

Course(s) you are taking this semester:

Course	Number of Units Done	To Do	Course Completed This Semester?	Grade
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____
_____	_____	_____	_____	____

Courses changed or promoted into, or courses added:

Course	Number of Units	Date Entered	Grade/Units (if completed)
_____	_____	_____	_____
_____	_____	_____	_____

Details of contract for any non-standardized courses:

Course: _____

Description:

TUCSON PUBLIC SCHOOLS
FOREIGN LANGUAGES
LEARNING OBJECTIVES CHALLENGE AGREEMENT

NOTE: Before signing this agreement, please read the following observations carefully:

1. By this time in your independent study you know about how many frames you are able to complete per day or per week on the average. You also have gained some insight into how the program may be modified to meet your objectives as they may differ somewhat from those of the programmed materials.

2. By this time you may also be able to project how much of the programmed materials you will likely complete this year if you work at your present pace. (If you should complete this set of programmed materials there is a more advanced set which you may begin.)

3. You may wish at this time to challenge your present and past performance record by projecting that you are able to complete a larger part of the programmed materials by a given future date. If so, please note that you will have to consciously change your working habits to make this possible. If you wish, then, proceed to fill out the form below:

AGREEMENT

I, _____, agree to challenge my previous performance average by completing the study of Patterns number _____ to number _____ of the German A program and to present myself for evaluation according to the criteria outlined in the Summary of the Syllabus of Learning Objectives by _____ (date) unless these criteria are modified by agreement with the consultant.

I qualify the above statement in the following details:

Signed: _____ on this _____ day of _____, 19____.

LIVE OAK HIGH SCHOOL
MORGAN HILL, CALIFORNIA

REPORT FORM

Individualized Learning Projects in German

NAME _____

Für die Woche _____ bis _____

Wie oft in der Woche müssen Sie einen Bericht schreiben? _____

Dieser Bericht ist Nummer _____.

_____

Datum?

Bericht:

Rückseite wenn nötig!

Verbesserungen:

Neue Wörter oder Ausdrücke:

WESTMONT HIGH SCHOOL
SAN JOSE, CALIFORNIA
LANGUAGE CONTRACT #1, 2 GERMAN

MATERIALS:

Printed: Start in den Weltraum
Erste Fahrt zum Mond
Das Bildbuch der Weltraumfahrt
Die Eroberung des Weltraumes
Werner von Braun
Bunte Illustrierte

Audio: Tape: "Die Marsrakete"

CONTENT CLASSIFICATION:

WERNER von BRAUN - The First Trip to the Moon - A Prediction Realized

PURPOSE:

1. To familiarize the student: a. with the life of the German rocket expert, his tribulation and triumphs, and b. with the general difficulties and scientific accomplishments involved in actually taking a trip to the moon.
2. To involve the student in listening, reading, and comprehending the German language on the subject mentioned.
3. To enable the student to communicate orally and in writing about the subject in German in an intelligible way. (Note: "A" may be done independently of "B")

CRITERION PERFORMANCE:

A. The student should be able to compare von Braun's life up to the age of 18 to his own, noting the 1) similarities and differences in times, school problems, challenges presented or grasped. This should be a seriously written paper from 4-6 pages in length, doublespaced. It can be written either in English or German.

The student should also create and produce a 2) "This is your life"type oral program on von Braun's life. (This should include his early life, university and professional life in Germany and his professional life in America up to now.) This must be done in German in an intelligible manner.

B. The student should present an accurate oral report to the class on the construction and 1) function of a five-part rocket from the start on earth through the landing on the moon and the return trip to earth as envisioned by von Braun in his book (Erste Fahrt

zum Mond, 1958). This report should be done in German and illustrated (drawings or transparencies should be used to get the point across.) In fact, intelligible communication with the audience will be the passing criterion.
2) a. The student should write a short (2-4-pages) paper comparing von Braun's ideas expressed in his 1958 futuristic science fiction novel to the actual reports of the real trip accomplished recently and reported in American and German papers and magazines. This must be done in German. Alternate 2) b. Simulate a flight to the moon in the form of a radio play in German. Use all visual and/or sound effects necessary to produce an effective show.

ADDITIONAL REMARKS AND DISCUSSION

Ed Torres:

You suggest that contracts be for small portions of the subject. In our system we find that if a student signs a contract to deliver X amount of materials, we are going to have difficulty maintaining a proper balance between what he's signed up for and the time he has to invest.

John Bockman:

I can only reply that we are experimenting with various formats of contracts and we do not have any definite answers. In Tucson we are currently using 3 different kinds of contracts. An initial contract which I call a "set to learn," a combination of a contract to complete so much material by a given time with evaluation possibilities and objectives listed, and finally what I call a "challenge contract," which is designed to challenge students, who are maintaining a rather lackadaisical pace, to do something a little faster or better.

* * * * * * * * * * *

Albert Valdman:

I am somewhat disturbed by the notion of contracts. It seems to me that, upon entering a learning situation, any learner implicitly signs a contract, and I am somewhat bothered by the notion of making this formal. The problem with contracts is that they imply that we know how to set goals and to reach certain objectives. I don't think this is usually the case with language learning, and it is a bit dangerous.

Victor Hanzeli:

I don't think any of us implied that the contractual process or document are somehow indispensable to the larger domain called individualization. What we perceive as the getting together of individual students and teachers in setting goals and understanding motivations is a part of individualization, although this is not necessarily a contract and may not result in one.

John Bockman:

We must remember that we are dealing with students who have been

conditioned to non-individualization, and therefore we are grappling with the problem of how to replace the old whip we used to have. The contract appears to be a kind of reasonable interim device for this purpose. I do not envision the system of contracts remaining with us in its present form forever.

Leon Jakobovits:

I'd like to raise a caution. Contracts can be used to replace the whip, but this is a rather tough-minded approach to individualization, and I see no particular advantage to it. It may even be cruel, and be another method of maintaining social stratification and insuring middle class supremacy in schools. Middle class kids with high mean achievement would probably adapt and function very well with a contractual system of that sort, but I don't know about the others. The other way contracts can be conceived is as Carl Rogers does in Freedom to Learn: namely, the contract must be applied in a loving context, one characterized by an empathic relationship between teacher and student. Otherwise it may become a cruel instrument and will probably not be effective.

* * * * * * * * * * *

Rebecca Valette

Are you recommending that at the beginning of the year a high school teacher sit down with each individual student and work out a contract with him? This might pose cumbersome logistical problems.

John Bockman:

No, but what I am objecting to is a situation in which schools mimeograph hundreds of copies of a standard contract and the individual student signs up for an independent study program by stopping by the office, picking up a copy, and signing it. As far as I am concerned, he has signed nothing. A process is something that goes on for however long it has to go on. With some learners the contractual process can be conducted over a very short period of time; with others it may go on forever. Hence the product of the contractual process, the written contract, might emerge relatively soon with some students, and perhaps never with others.

TEACHER TRAINING FOR INDIVIDUALIZATION OF FOREIGN LANGUAGE INSTRUCTION

I. Position Paper: Emma M. Birkmaier
Department of Secondary Education
University of Minnesota

II. Reports and Recommendations of the Committee:

Emma M. Birkmaier, Chairman

Stowell C. Goding
Department of Romance Languages
University of Massachusetts

Robert A. Morrey
Capuchino High School
San Bruno, California

Horst M. Rabura
Department of Germanic Languages and Literature
University of Washington

III. Audience Reactions and Comments

TEACHER TRAINING FOR INDIVIDUALIZATION OF FOREIGN LANGUAGE INSTRUCTION

Emma Marie Birkmaier
University of Minnesota

The following short paper is not a statement of what must be done to train prospective foreign language teachers to cope with the concept of individualizing instruction in today's schools. It will only posit some possibilities which might challenge our thinking in the days to come.

Individualized Instruction: Prospective Teacher Training

How do we help our prospective teachers implement the concept of individualized instruction in a foreign language program?

The trainers of teachers need to search out existing programs in the public schools, colleges and universities which are carrying out individualized instruction to arrive at a task analysis of what the prospective teacher needs in order to work in such a setting. It is from this base of operations that one could then develop the training tasks and experiences the prospective teacher should have. The model or design for processing the necessary competencies has been given us by Hayes, Lambert and Tucker in an article in Foreign Language Annals called "Evaluation of Foreign Language Teaching."

Step two could be the decision whether the development of these competencies should take place in a college or university setting, a school setting or in field experience.

The prospective teacher certainly should be exposed to individualized instruction in his own acquisition of a foreign language and culture as well as in the acquisition of his general and professional education. To learn "how to do" will never compensate for learning "to do by doing." That is the challenge to the trainers of teacher trainers as well as to the trainers of teachers.

We must also consider once again (welcome shades of the laboratory school!) the setting up of pilot training programs and pilot schools for the development of various models to implement the theoretical bases and new ideas from these models. Experimentation and innovation become one of the primary concerns of the professional foreign language educator committed to individualization.

In step three in training the prospective teacher and developing his curriculum we need to ask the following questions:

(1) What is it that he needs to know in his second language and culture - in the cognitive, psychomotor and affective domains? How does he go about acquiring this knowledge and skill?

When does he acquire it?

(2) How does he go about facilitating the student's learning in the affective, psychomotor and cognitive domains?
How does he do this?
Where does he do this?
When does he do this?

(3) What kinds of exposures and operations does he need to experience in the separate components of individualized instruction?
How does he acquire hese?
Where does he acquire these?
When does he acquire these?

(4) What kinds of exposure does he need to an institution whose philosophy, psychology of learning, curriculum and faculty are dedicated to the idea of individualized instruction?
How does he acquire these?
Where?
When?

It may be that once we address ourselves to these questions in the light of the objectives and goals of a foreign language program dedicated to learning for all students we may come up with a foreign language teacher training program completely different from what we have today.

The questions are asked. It is our job to work on the process. I would like to append the characteristics of a teacher as I see him in a creative school environment.[1]

The Teacher Factor

One aspect of creativity stimulation on which all research seems to agree is the need for alert and sensitive leaders. One sure way of developing creative abilities in the different types of students we have in our classrooms and schools is to focus on the teacher. We must cherish the creativity of those who have elected to become teachers because they want to teach. We do this by how we select and train them in our teacher training institutions, in the way the teacher's job is set up, in the freedom granted to the teacher to teach while others perform the thousands of chores which are not essential parts of the teaching act, in the time given the teacher to read and explore, to think and plan and to search for new materials.

If we consider the teacher to be a manager of learning, then he has roles to play in the foreign language program where the development of creative abilities plays an important part in the learning task. He must see to it that both faculty and administration understand and appreciate the entire array of talent found in students. He creates a relationship within his group in which each student feels safe to try out his ideas. He plays the role of sponser or patron since it is he who possesses the prestige and the power in the social system. He encourages and supports the students in expressing and testing their

language skills and abilities and in thinking through things for themselves. He encourages and discourages carefully and knows how to reward appropriately. He allows students considerable latitude in their tasks and keeps the structure of situations open so that originality can occur. He possesses a strong tolerance to be bothered.

Concerning the last role, teacher accessibility, it is interesting to note that a University of Michigan Study found a strong link between a scientist's performance and his contact with the head of the project. "Performance is found to be highest," the researchers concluded, "when independence from the chief is combined with frequent contact with him. Thus participator leadership appears to be more effective than either directive leadership (represented by dependence on the chief) or laissez faire leadership (represented by separation) - where scientists are overly dependent [or]out of touch with the chief. While these results are stongest for younger scientists, a similar tendency exists for senior level scientists."

Educators must make the decision on how best to locate innovative teachers who know how to manage the imagination and creativeness of the students. This is a difficult job. It is easy to determine whether a teacher has the skills, information and knowledge in his foreign language and in his native tongue, his experiences in the culture. But how does one measure the level of innovative skills a teacher possesses? How do we predict a prospective teacher's future creative performance?

In the foreign language profession we need to consider three categories of performance criteria to predict the innovative skills of the teacher:

(1) procedures for the clinical assessment of a prospective teacher's experiences at various levels of foreign language teaching which involve face to face evaluation, in depth, by trained professionals;

(2) temperament and personality tests which reveal the prospective teacher's capabilities in assuming the various roles he has to play;

(3) "job-sample" tests which confront the prospective teacher with the task of producing a quantity of unique and high quality ideas, techniques and strategies within a specified period of time. If a person produces good, unique ideas in a test situation, the odds favor his doing this on the job.

Creative teaching talent, or the ability to produce innovative ideas, can be developed. Brain-storming - a creative training technique with origins in the advertising industry, and its many variations such as the "buzz group," "operational creativity," "forced choice," "I disagree" - is still a favored creativity stimulant. Basically, these techniques are predicated on the assumption that a group of talented individuals forced to produce ideas with the burst of a machine gun will generate good ideas. This, in turn, should stimulate further creativity among group members.

The foreign language profession has too long paid homage to a psychology bound to develop passive robots who accept a predetermined way of performing. No society can afford this type of conditioning solely. If we are to give more than lip service to developing creativity in our students, we must actively support the creative teacher and the creativity of good teaching.

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[1]from Emma M. Birkmaier, The Meaning of Creativity in Foreign Language Teaching. Conference paper written for the 1971 Central States Conference on the Teaching of Foreign Languages, April 15-17, 1971.

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REPORTS AND RECOMMENDATIONS:

COMMITTEE ON

PROSPECTIVE TEACHER TRAINING FOR THE INDIVIDUALIZATION OF

FOREIGN LANGUAGE INSTRUCTION

COMMITTEE MEMBERS:

Emma M. Birkmaier, University of Minnesota
Stowell Goding, University of Massachusetts
Robert A. Morrey, Capuchino High School, San Bruno, California
Horst M. Rabura, University of Washington

Guidelines

The Committee appointed to explore the training of foreign language teachers for individualized instruction feels that a curriculum and instructional processes which do not respect the uniqueness of each learner are of dubious value. Therefore, what is recommended for the training of prospective teachers for individualizing instruction also holds true for any good foreign language teacher training program. One thing is certain: the training program must be linked closely with the schools out in the community.

The intent of the Committee was to recommend a model which could effectively combine instruction of students with training prospective teachers and doing research in individualizing foreign language programs. The most effective preparation for any profession occurs when trainees carry out their tasks under expert supervision in an actual work setting. Joint appointment of expert school personnel with colleges and universities is the crucial link between theory and practice. Successful pilot schools could readily become totally responsible for the bulk of the professional education courses and field experiences for the training of prospective teachers who will be teaching in individualized foreign language programs.

Specific Guidelines

1. Action research. Since individualized foreign language programs are still largely in the pilot stage, teachers and teacher trainers need to research in detail existing programs in schools, colleges and universities to arrive at an analysis of the competencies the teacher needs in a foreign language program committed to individualization of instruction. Once these competencies have been determined they become the operational base from which the profession should develop the knowledge, skills, processes and experiences to which the

training program will devote itself.

2. Training in subject matter. The prospective teacher's own education should be individualized. He should have some exposure to individualized instruction in his general education courses or experiences, in the acquisition of his own language skills, his cultural competency, and in the development of his professional skills. Those involved with the training of the prospective teacher should find ways of measuring what it is that he already knows, and what he is already able to do, so that he can move on economically and efficiently to those experiences in which he needs specific training.

3. Teacher characteristics. In producing teachers who can operate in a foreign language program committed to individualized instruction, the profession needs to look at the characteristics of teachers who work successfully in such programs. It seems evident that such a teacher must:

a. have a real commitment to teaching
b. have a deep commitment to working with students as individuals
c. be alert and sensitive to diverse student needs
d. be flexible and adapt quickly and willingly
e. be willing to forego the traditional role of the teacher as the source of all authority, knowledge, and experience.

The prospective teacher needs to make a study of the various roles a teacher takes on as he works in this type of program:

a. He is a manager of learning.
b. He is a guide and counselor.
c. He creates a relationship between himself, the individual student, and the group in such a way that each student feels free and safe to try out his own ideas.
d. He encourages and supports students in expressing and testing their language skills and competence and teaches them to think through problems on their own.
e. He encourages and discourages carefully and knows how to reward appropriately.
f. He allows students considerable latitude in their tasks and keeps the structure of situations open so that learning can occur.

Although individualization, as we currently view it, has only recently received so much attention, it is not too early to look for such teacher personalities in successful high school programs. The potential candidate should be screened by means of personal interviews, and by observing him at work with his peers and with his students individually and in group situations.

4. Mastery of the subject. Based on the categories of the MLA Guide-

lines for Teacher Education Programs in Modern Foreign Languages, the prospective teacher should have superior skill in listening and reading with at least good skills in speaking and writing. If possible, these should be prerequisite for participation in the professional aspects of his training.

During his professional training he should be provided with opportunities to continually improve his language skills. He should be given opportunities to live in language houses, to do reading, listening to tapes and short wave radio, and to participate in additional foreign language learning experiences in or outside of the classroom.

A teacher working in an individualized program must have a thorough command of the totality of his discipline since he is no longer able to "keep one lesson ahead" of twenty-five or more individuals, each possibly involved in a different component of the curriculum.

5. The professional teacher must have a thorough knowledge of the structure of the target and native language in order to be able to help the student overcome his errors and difficulties. He should also be able to develop effective practices to master the difficulties students encounter.

6. The prospective teacher should have a carefully structured cultural experience abroad during which time he should study and participate in the daily life of the people, observe and study their social institutions and perfect his language skills. While abroad he should observe the teaching of other subject areas in the local schools in order to broaden his vocabulary and his horizons by bringing to the foreign language program in which he will be teaching a wide range of experiences and activities. He should observe and engage in the activities of the young people of the target country, study their interests and characteristics, and acquire resource materials and realia for his own students to use.

   This overseas experience should come only after the prospective teacher has become thoroughly familiar with an American school and has had introductory teaching experiences in a real school situation.

7. The professional component. In the teacher training situation there must be close cooperation between the teacher training institution, the school and the community. The cooperating teacher, the methods and clinical instructors from the university, and the prospective teacher should determine what knowledge the latter needs to have, how he can best acquire it, what strategies of instruction he needs to learn, and how he goes about acquiring these. Finally, he needs to apply the competencies he develops in an actual teaching environment.

   This training team also should determine where the training of

the prospective teacher takes place, whether it be on the college campus, or in the school, whether it be done by means of simulation techniques, videotaping, or through genuine field experiences.

8. The learner. The prospective teacher should study the background, personality characteristics, learning styles, motivations and goals of the students with whom he will be working. He should compile an inventory of the activities which each student carries out in his (i.e., the teacher's) own unstructured time. He should do the same with regard to the student's viewing, listening, and reading habits as well as making note of his likes and dislikes. Such inventories are of inestimable value in developing teaching strategies for himself and learning strategies for his students. It is only with this or similar knowledge about his students that the prospective teacher can do an effective job of helping them plan activities and learning experiences.

9. The introductory experience to the school. The prospective teacher needs an introduction to the school in which he will be working and to its foreign language program. He must learn to what extent the school's foreign language program implements the philosophy and the goals of the school as a whole. Wherever possible the prospective teacher should participate in the workshops and tasks of the teacher in the total school program.

   He should become thoroughly familiar with the facilities to be found in the learning resource centers and how best to use them.

   He needs to gain experiences with observation techniques, interaction analysis, sensitivity training, and group work techniques which he then, under guidance, may want to use in his own teaching.

   He should observe how the classroom teacher interacts, guides, and works with students, how he diagnoses learning difficulties and prescribes needed remedial exercises. The prospective teacher should participate in specific tasks of this kind.

10. Practice teaching or internship. In his practice teaching experiences the prospective teacher should be given maximum exposure to as many teaching tasks as possible.

    He should be given opportunities to work as a teaching aide, to be in charge of the learning resources center.

    He should participate directly in the various duties and roles which the teacher performs in programs of individualized instruction.

    He should have experiences with large groups, take over small groups and guide them, and he should have many tutorial experiences with individuals. Wherever there is an opportunity to participate in interdisciplinary programs, he should be permitted and encouraged to do so.

It is important that groups of prospective teachers work together in programs of this kind. They may learn much from each other and the experience helps to prepare them for the type of cooperation often needed in programs of individualized instruction.

11. Specific training. The prospective teacher should be given training in writing behavioral objectives in the cognitive, psychomotor and affective domains. He needs to develop techniques by which to evaluate these objectives.

He needs to develop curricula, activities, strategies of instruction, and should learn to effectively use the materials and media which help attain the objectives he and the student have selected.

He should learn to use, evaluate, and adapt existing materials for individualized instruction; to develop sequential, remedial, and enrichment units; and to train his students in the use of electro-mechanical aids.

He must be trained in careful classroom management and record keeping to attain maximum efficiency in coordinating the program.

He needs to learn to develop student evaluation and testing techniques and to learn how to use the results diagnostically as well as for the giving of grades.

He should learn to define together with his students the activities and learning experiences which enable an individual to achieve his chosen goals in the foreign language program.

The greatest proportion of the prospective teacher's apprenticeship should be focused on working with students individually and in small groups. How long such training will last depends upon his own background of experiences and his ability to work comfortably with students.

12. Involvement. Schools involved with individualizing instruction are obviously concerned about the training of prospective teachers. It should become a task of administrators, teachers, students, and the team of teacher trainers mentioned above to develop guidelines by which to evaluate the effectiveness of the prospective teacher in these programs.

Most important will be the cooperation of the teacher training team and the prospective teacher in defining the goals which he accepts for himself in his training program. He needs to know very clearly what it is that he has to do and how his behavior as a teacher will bring about the changes in behavior he wants in the students.

It must not be forgotten that individualizing instruction is a recent phenomenon in the American school program and many of the

tasks teachers perform in such programs have not been clearly defined. However, this Committee believes that the above recommendations may serve as a first step in developing productive teacher training programs for individualized foreign language instruction.

There are many models for teaching in a pluralistic society such as ours. We have discussed only one here. Prospective teachers must be trained to be flexible enough to accomodate themselves to others where they encounter them and to be able to experiment with new curricula and instructional strategies.

ADDITIONAL REMARKS AND DISCUSSION

Carl Dellaccio:

We also need to consider how best to train teachers to be aware of affective considerations, i.e., to be able to change a student's attitude in a positive way, to develop and sustain his interest. There are many skills involved in this aspect of teaching.

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Albert Valdman:

You recommend wisely that prospective teachers themselves receive individualized training in their acquisition of FL skills. It is ironic that there are so few college FL departments in this country who have made any kind of commitment to individualized instruction in their own teaching. Impetus for change is coming from the graduate students who realize that they will be going out to teach language, not philology, linguistics, or literature.

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Victor Hanzeli:

Why do you feel that extensive and careful preparatory experiences are needed before the foreign cultural experience?

Robert Morrey:

One reason for this is that we feel the prospective teacher ought to get a feeling of what he is up against in the real world of education, and of the kind of cultural information and experience he will find most beneficial from foreign study and travel.

* * * * * * * * * * *

Hal Wingard:

Reflection now leads me to feel that one critical question was not discussed: How can teacher behavior be modified? As conference reports testify, much has been said about the modification of student behavior. Indeed, that's what individualization is all about! But little attention was given to the process of modifying teacher behavior. The answers

to two questions are critical:

1. How do you get teachers to accept learning theories, educational principles, and teaching practices which are radically different from those which they have traditionally ac epted, and after you have accomplished this,
2. How do you get teachers to change their classroom behaviors - their approaches, methods, and techniques - so that they can successfully implement the new principles?

THE DEVELOPMENT OF CURRICULAR MATERIALS (INCLUDING PROGRAMMED MATERIALS) FOR INDIVIDUALIZED FOREIGN LANGUAGE INSTRUCTION

I. Position Paper: Theodore H. Mueller
Department of French Language and Literature
University of Kentucky

II. Reports and Recommendations of the Committee:

Theodore H. Mueller, Chairman

David M. Braswell
Burnett Junior High School
Morgan Hill, California

J. Dale Miller
Department of French and Italian
Brigham Young University

III. Audience Reactions and Comments

THE DEVELOPMENT OF CURRICULUM MATERIALS

FOR INDIVIDUALIZED FL INSTRUCTION

Theodore H. Mueller
University of Kentucky

Introduction

This paper attempts to specify guidelines for writing materials for individualized FL instruction. Materials for the elementary, and to some extent only for the intermediate, levels are considered, since these are needed most if we wish to retain our students. Furthermore, at a more advanced level, existing materials can more easily be adapted to individualization than at earlier stages.

"Programmed materials" were to be included in the discussion, thus implying a distinction between them and non-programmed materials. Therefore, a word about the concept of "programming."

Originally, a "programme" was based on the narrow Skinnerian concepts with operant conditionning as its principal feature. This type of programming, however, has been rejected long ago as inadequate. "Designed learning" is the term Carroll suggested instead. He explains it as "an arrangement and sequencing of experience that is optionally designed to eventuate in some form of increased competence on the part of the learner. Designed learning requires the orchestration of all we know about learning, about the requirements of the subject matter or skill to be learned and about characteristics of learners, into a program or into programs of instruction."[1] In another paper Carroll further specifies that "it is more important to concentrate on the quality of instruction for the less bright students... Under quality of instruction I would include a great many variables, such as scheduling, pacing, and clarity of expression."[2] In this sense, "programmed instruction" was the first attempt at individualized instruction.

Jakobovits uses the term "compensatory instruction":

> The essence of quality lies in adjustment -- the adjustment of the instructional activities to the student's aptitude, intelligence, and ability to understand instructions within the defined goal of the course and the available opportunity to learn. Clearly, such adjustment is most effective under [individualized] instruction. Self-instructional programs based on careful language teaching analyses approximate this feature.[3]

Carroll's "designed learning" and Jakobovits' "compensatory instruction" aptly describe individualized instruction as well as

programmed learning, and thus eliminate the distinction between programmed and non-programmed materials. The guidelines to emerge from this paper are therefore applicable to "programmed" and "individualized" materials. In other words no distinction is made between them.

The known differences which affect FL learning will be identified and made the basis for materials development: rate of learning, modes of learning, and inference making ability. There are certainly others, such as personality factors, whose role in FL learning is not yet fully understood.

Aptitude has not been mentioned separately but is included in several of the previous differences, such as rate of learning (aptitude as a function of time), and modes of learning (aptitude as a function of auditory ability and grammatical perception).

Rate of Learning

The rate of learning, that is, the amount of time it takes to learn a given task or lesson, varies widely. It means that students need varying amounts of practice. It is, therefore, imperative that learning occur out of lockstep, such as is imposed by the average language lab or class exercises. Learning is a self-instructional process and is the responsibility of the individual student.

Effective self-instructional materials are built on the concept of step-increment and are self-correcting.

Step-increment divides the materials of a lesson into a series of steps (frames, exercises, etc.), leading the student from mastery of simple to ever more complex utterances. The minimal-step concept produces materials for the slowest learner. In this case the faster student limits his work either by skipping steps, or, if each step consists of a sequence of responses, by limiting the number of responses. This procedure seems more effective than branching, since it clearly places the burden of decision of how much to do on the student, and thus sharply focuses his attention on what he is to learn. The branching technique moves at a faster pace, but provides additional optional drills to accommodate the slower learner. Its total effect is rather negative, since the student who is less gifted must do more than the ideal student for whom it was originally programmed. Branching reminds the student of his failing, while the linear approach gives everyone some opportunities to skip and thus feel superior.

Effective self-instruction necessitates that each response be self-correcting, because knowledge of successful performance is essential. Self-correction occurs when the student has the opportunity to see and hear the correct model for each of his responses. An electronic device can provide the aural confirmation, as is known. The written confirmation is now also possible through invisible ink printing, a process available for the ditto machine from ABDick, if the textbook does not incorporate it.[4] Printing the response on a different page does not prevent accidental seeing even for the best-inten-

tioned student.

Careful practice testing must be included in self-instructional materials, to give the student clear information as to whether to proceed, to review, or to go faster, such as skipping a step or portions of it. At the same time the tests must be short and self-correcting for immediate feedback. It is indeed a delicate problem.

The self-correcting exercises mentioned above are, in one sense, evidence of progress. The student can be instructed to proceed to the next step when he has produced three or four responses without error or delay. However, the student may want more formal examinations, or at least some items labeled "test." Therefore, at several spots during a lesson, a three- to four-item test should occur. It can be a multiple choice oral test in which the student chooses the correct response on a self-correcting grid, a few slots to be filled out in writing, a dictation of a very few lines, etc. The argument of the percentage of accuracy at these wayside markers seems unimportant. The final test of each unit should require a performance with at least 80 per cent accuracy.

Modes of Learning

A. Auditory Ability

Students vary in their "auditory ability," the ability to hear the stream of sounds and retain it long enough for interpretation. Relating the sounds with their graphic symbol(s) is also part of this ability. Pimsleur[5] has demonstrated that the ability to receive and process information by ear is one of the principal factors differentiating success in FL learning. This ability is particularly important in a course stressing the spoken language skills both as an objective and as a means of language acquisition. It affects pronounciation, and especially listening comprehension, and the lack of it makes the poorer student feel frustrated and incompetent.

Reliance on visual learning increases as auditory ability decreases. Many students cannot absorb information solely through the ear, but need to see it as well as hear it. Some need to write out what they hear, or make notes in order to process information. A FL course cannot insist on sequencing the learning in the same way for all and place the same emphasis on audiolingual drills as the means of learning. While some can proceed with the sequence of hearing, speaking, and reading, others will have to read, hear and then speak, while still others will have to write out samples, read, hear and finally speak.

Learning materials should therefore make the printed word available for those who need it. With invisible printing as mentioned above, dialogs, questions and answers can be so printed that the student first makes an effort to hear and understand before revealing the text. Guidance on how to proceed individually will be needed from the instructor. Visual confirmation, furthermore, is needed for the student with the lesser auditory ability because he cannot get much reinforcement

from a spoken model.

On the other hand, materials are needed which will condition the student's auditory ability. The initial materials introducing the student to the sounds and sound sequences should teach sound-discrimination and the relationship of sound to symbol(s), and should build a memory span for the sound sequences. The importance of such initial learning cannot be overrated. The details of shaping auditory ability are too lengthy to present here; the reader may wish to refer to the author's model in Basic French.[6]

B. Grammar Acquisition

Students vary in their ability to learn a grammatical system. These differences require diverse presentations and activities.

Generative-transformational theory postulates that the child learning his native language learns transformational rules and a specific order of rules which are instrumental in producing the surface structure. After puberty the ability to change the order, or to refine the rules is gradually lost, particularly for the early transformational rules. The young person continues to learn by adding new rules to the established order more or less affecting previous rules, depending on the individual's flexibility or lack of it.

Learning a FL -- after puberty -- varies in a similar fashion. Some can only add new rules without affecting the previous order. They learn equivalencies for words and grammatical patterns; they learn to equate native language bits with the foreign language, a type of translation. Others can acquire new rules which are inserted in the proper place in the sequence and affect subsequent rules; they can learn a new order of transformations adapted for the FL, thus becoming coordinate bilinguals. And, of course, most students fall somewhere in between the two extremes.

The instructional task consists in helping all students towards the acquisition of the new set of rules, at least to the limit of each learner's aptitude.

Grammar, therefore, should be presented in two ways:

1. Forms
The grammatical words and the essential phrase patterns should be presented in a clear comparison with their English equivalents. The points of similarity between native and foreign languages should be brought to the student's attention. This is an essential feature for the student who can learn only a few additional rules.

2. Structure
The grammatical system, as it relates to a given pattern, should be presented next. The relationships between the positive, negative, interrogative, pronominal and imperative sentence

patterns are shown. Or, the various patterns which can be used as a direct object are shown as a related system. Likewise, the relation between the various adjectival or adverbial expansions and the noun or verb is shown. These relationships can be seen as a kind of transformational ordering.

It might be objected that an elementary course is primarily concerned with morphemic structures and a few patterns of word order. Forms, however, are the cogs in a larger system and the product of transformational rules. From the beginning they should be related to the system. The two-step approach of forms and structures helps the student build his own FL grammar.

In addition to the presentation, certain activities have proven particularly helpful in building the FL grammar system:

a. "Reversion" exercises require from the student that he convert back the new structure under discussion into the known structure from which it is derived. Thus, for instance, a pronominal transform is turned back into the original sentence with the noun complement. A relative clause is changed into a sentence with the appropriate noun. In this manner the relationship of the system is emphasized.

b. Step-increment exercises which are self-correcting should be assigned as the first drills. Proceeding in small steps reinforces the various grammar acquisition strategies. All students regardless of their learning habits receive reinforcement.[7]

c. Another type of exercise is proposed here for the purpose of teaching understanding of grammatical rules. It consists of asking the student to identify the grammatical element under study, to label it (since labels may be helpful), and to choose one of several transforms from a pre-printed selection, which further identify the grammatical point and relate it to the system.[8]

C. Habit Formation

Functional mastery of grammar depends also on the subsequent activities which are designed to establish the new structure as a habit. Habit formation is likewise an area where students vary widely. The New Key approach stresses pattern drills, which for some students are effective devices. Others, however, need to work with exercises based on the cognitive code-learning theories. They do not profit from pattern drills. It is probable that the two types of exercises correspond to the type of students described above.

Exercises based on the cognitive code-learning theories attempt to implement the learning conditions summarized by Carroll[9]: frequency of contrast with items with which a given item might be

confused, meaningfulness of the materials used in the exercises, conscious attention to critical features and multiple associations.

Both types of exercises, pattern drills and cognitive code-learning drills, should be available to the learner. Each student needs to be instructed on how best to proceed. Some will be told to concentrate on the pattern drills, others will avoid them, while still others need to begin with pattern drills and continue with cognitive code drills. The better students need as much advice as the poorer ones, since they may well waste time by doing all the drills.

Inference Making

People vary in their ability to comprehend what they hear or read in their native language. The fast reader and the good listener can understand while paying attention to a minimum of cues. He can overlook unknown words, or can read even though focusing only on content words. Such a person guesses, or makes inferences about, the meaning of words or sentence structure. A wrong guess does not disturb him, but is quickly corrected from the subsequent context.

Inference making is defined as a "tentative kind of knowing, based on partial information that is recognized as such." It seems that comprehension depends on "both language knowledge and the ability to make use of all kinds of cues." The good student automatically transfers this ability to the FL, while the poor student focuses primarily on the item he does not know and takes refuge in his dictionary rather than on venturing a guess about the probable meaning. Individual learners vary according to their "propensity of making inferences, tolerance of risk and ability to make valid, rational and reasonable inferences."[10]

Materials should include strategies to develop inference making. Teaching students how to guess the meaning of vocabulary is the most obvious and probably the easiest approach to the problem. Systematic Recognition of cognate and derivative words should be taught. Other exercises should stress the contextual clues for making inferences.

Meaning is a product of inferences from structure and vocabulary. A complex sentence containing a number of unknown words is much more easily understood when the reader is able to segment it into its essential components -- subject, verb, and main complement -- and when he can see which elements are adjectival or adverbial expansions of the above skeleton. Students should, therefore, be taught to identify the skeleton components. Through invisible ink printing these could be underlined in the text, while other invisible ink signals could be used to indicate adjectival and adverbial relationships. In this manner inferences about structure can be taught.

Reading is taught systematically by focusing on inference making in the following manner[11]: A first stage using only simple skeleton structures with mostly known vocabulary introduces the text. A second stage presents the new vocabulary in simple sentences. Only in the

third stage does the final text appear, which makes use of the new vocabulary and the complex sentence structures. Such a sequence is followed by the above-mentioned vocabulary and structural exercises.

Teaching listening comprehension should be done similarly. The student should listen to a similar three-stage sequence. In addition to the vocabulary exercises, other listening exercises should present complex sentences from the final version and ask as a response the reproduction of the skeleton sentence. It should be further reinforced through visual confirmation with invisible ink printing.

Differential use of such materials will be recommended to various students. Those who are good at making inferences could omit the first and perhaps even the second stage. When faced with difficulty they are advised to go back to the previous stage which they have omitted.

Conclusion

It is known that certain attitudes are related to success in FL learning: the feeling that the course is pleasant rather than unpleasant, easy rather than difficult, that the course is valuable, i.e., that its ingredients are valuable towards the attainment of the student's objective, and the confidence that the learner is successful. It has been shown that the techniques recommended above influence and change attitudes. Therefore, materials for Individualized Instruction should include the following points:

1. Step-increment: exercises which progress in small steps;
2. Self-correction: each response has an aural and a visual confirmation;
3. Test items: frequent self-correcting tests in each lesson;
4. Shaping auditory ability, etc.: a sequence of materials at the beginning of the course designed to condition the student's ability to hear the sounds and sound sequences, his memory span for the sequence, and his ability to associate the sounds with visual symbols;
5. Grammar presentation, which is divided into "forms" and "structure." It will bring the similarities and differences between native and foreign language into sharp focus and will demonstrate the structural system;
6. Clarification exercises, which clarify the grammatical system or rules;
7. Habit formation exercises: Both pattern drills and cognitive code-learning drills are necessary;
8. Vocabulary-inferencing exercises;
9. Exercises teaching discovery of the skeleton sentences both in reading and listening;
10. Reading and listening selections built into different stages designed to teach inference making.

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[2]John B. Carroll. "Model for Individualizing Instruction." Como Conference on Learning, unpublished report, Richard I. Miller, ed., 1968.

[3]Leon A. Jakobovits, Foreign Language Learning: A Psycholinguistic Analysis of the Issues. Rowley, Mass.: Newbury House Publishers, 1970, pp. 101-102.

[4]Invisible ink printing is used extensively in the materials published by Appleton-Century-Crofts under the tradename ACCESS.

[5]Paul Pimsleur, et al. "Under-achievement in FL Learning," IRAL II/2, 1964, pp. 113-139.

[6]Theodore Mueller and Henry Niedzielski. Basic French, A Programmed Course. New York: Appleton-Century-Crofts, 1968.

[7]For an example of step-increment exercises, see Basic French, lesson 15 of Part II (Passé composé).

[8]Two attitude studies (Spring, 1969 and 1970) confirm the proposed sequence of presentation and subsequent exercises. The questions inquired whether the grammar presentations were "clear...unclear," and "sufficient...insufficient." The grammar lectures given by the author had been the same with the same charts and explanations. They did not follow any textbook, except insofar as to establish the subject matter. The students using a traditional grammar and those using an audiolingual text were negative ($p < .01$) in their evaluation of the grammar presentation (unclear and insufficient). In both cases the presentation was not followed by the exercises described above. Neither the grammar presentation in their book nor the one given in class satisfied them. The students in the group using a programmed text with subsequent self-correcting exercises based on step-increment were positive ($p < .01$) in both measures. These results underscore the importance of the exercises following the grammatical presentation.

[9]John B. Carroll. "The Contributions of Psychological Theory and Educational Research to the Teaching of Foreign Languages," in Albert Valdman, ed., Trends in Language Teaching. New York: McGraw-Hill, 1966, pp. 104-105.

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[11]This three-stage sequence has been implemented in the reading selections of Basic French, Vol. II.

REPORTS AND RECOMMENDATIONS:

COMMITTEE ON

CURRICULUM DEVELOPMENT FOR INDIVIDUALIZED

FOREIGN LANGUAGE INSTRUCTION*

COMMITTEE MEMBERS

David M. Braswell, Burnett Junior High School, Morgan Hill, California
J. Dale Miller, Brigham Young University
Theodore H. Mueller, University of Kentucky

I. INTRODUCTORY CONSIDERATIONS:

A. Scope:

1. The guidelines for materials development in this report are limited to those used in the first two years of high school or the first two semesters of college work. It is assumed that much of the basic language code can be taught through such materials.

B. Suggested Qualifications of Materials Writers:

To produce high quality learning materials, the following specialists should be included: a native speaker, a phonetician, a linguist, a psychologist, a programming expert, an expert on culture, and professional writers. Of course, substantial financial resources are needed. Few individuals are sufficiently well qualified in all of these areas to attempt to create the needed materials alone.

C. Basic Assumptions:

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* [eds. note: The development of curricular materials for individualized foreign language instruction is a complex undertaking. Materials can be viewed as everything from multi-level, multi-media curricula for an entire school or college FL program, to an isolated "learning packet" which a student might master in relatively few minutes. This Committee has concentrated upon the writing of guidelines for the development of major textual materials which can function as the basic learning materials in a lower-division foreign language program. The reader is advised that recommendations for the construction and use of supplemental materials (e.g., learning packages, checklists, kits, etc.) are found in the section of this Report entitled "Adapting Existing Materials to Individualized Instruction."]

1. The materials are for both high school and college level.

2. Culture is viewed as a basic ingredient permeating all materials.

3. Listening comprehension, reading and speaking are the three skills the materials attempt to develop; they are interrelated, but not imposed, that is, a student may choose listening and reading but not speaking. Writing has not been included as a skill to be developed through these materials, but serves as a tool in learning.

4. No specific order of skill learning is proposed as ideal.

5. The materials for which these guidelines are proposed should be designed for a wide range of student abilities and interests.

6. The role of the teacher is minimized in these guidelines, since the materials are viewed as basically self-instructional.

7. The term "programmed" as used in these guidelines needs clarification. Rather than referring to "linear" and/or Skinnerian programming, we view programmed learning as "designed" learning as specified by Carroll in the following terms:

> ...an arrangement and sequencing of experience that is optimally <u>designed</u> to eventuate in some form of increased competence on the part of the learner. <u>Designed learning</u>, as we may call it, requires the orchestration of all we know about learning, about the requirements of subject matter or skill to be learned and about characteristics of learners, into a program or into programs of instruction.[1]

We also subsume in this view of programming Jakobovits' concept of <u>compensatory instruction</u>, which he defines as "the adjustment of instructional activities to the student's aptitude, intelligence and ability to understand instructions..."[2]

II. GUIDELINES RELATED TO STUDENT VARIABLES:

The following guidelines for materials correspond to those differences among learners which are presently known. From among these materials it is assumed that different types of learners will select what they need either alone or in consultation with their instructors.

A. <u>Rate of Learning</u>:

The most obvious student variable is that students learn at

different speeds. Therefore, curriculum materials should include the following features:

1. Step-increment:
   A given learning unit is segmented into a series of "steps" which are so arranged as to facilitate learning. At present little agreement exists as to the definition of a "step," since it can be viewed from several vantage points.

2. In-depth programming:
   Every step is supported by a sufficient number of similar materials to permit the slowest student to find adequate opportunity to practice. In addition, the student is led to make his response with a minimum of error.

3. Self-correction:
   The student learns on his own and must at all times know whether his response is correct or not. This requires that the correct answer be available somewhere in the materials, ideally in invisible ink printing which is now available for the ditto machine from ABDick.

4. Self correcting tests:
   Tests must be available at frequent intervals. Furthermore, each must be self-correcting so that the student can measure his progress without constantly having to have recourse to the instructor.

B. Factors Affecting Learning:

The following three factors which affect learning are significant for the development of curricular materials:

1. Auditory Ability:
   This is the ability to hear and discriminate one or more sounds and to retain them long enough in one's memory for interpretation; also involved is the ability to associate sounds with their respective symbol(s). There is enormous variation in this ability owing not only to the age of the learner, but also to innate properties. Therefore, the following recommendations are suggested:

   a. All materials, including those designed to teach listening comprehension, should be made available in both auditory and graphic forms. Extensive use of immediate confirmation devices such as marginal glosses and invisible ink printing is strongly recommended.

   b. At the beginning of the course a sequence of conditioning and/or learning experiences should be available to shape the student's capacity to hear and discriminate sound sequences, to develop his phonetic memory span and his ability to associate the sounds with the visual symbols.

c. Throughout the course, teaching materials should be available to continue the development of all phases of listening comprehension including discrimination exercises for grammatical features and basic lexical substructures.

2. Grammar Acquisition:
Mastering the grammatical aspects of a language can be compared to driving in an unknown city. Some drivers need directions every few blocks, others can drive with no more than one detailed set of directions, still others must first have a clear conceptualization of the city's lay-out such as can be derived from the study of a street map. In grammar learning, some can learn from teacher explanations, some through analysis, and others through analogy; some learn more efficiently with an inductive approach while others prefer a deductive approach. For most learners, some grammar conceptualizations are needed. Therefore, the following recommendations are offered:

a. Grammar should be presented by first identifying the English equivalents of morphological endings and patterns and then by relating these to the structural system of the target language. Such a presentation brings the similarities and differences between native and target languages into sharp focus and offers the learner a cognitive conceptualization of the grammatical system.

b. Exercises should be included to reinforce this cognitive knowledge.

c. Frequent tests should be available to ascertain the degree of comprehension the student has achieved before proceeding with habit formation drills.

3. Habit Formation:
Learners vary widely in the degree to which they internalize new grammatical structures. As aids, the following suggestions are offered:

a. Extensive and varied pattern drills should be included in each unit.

b. A variety of cognitive drills should also be included at each step.

c. Self-monitoring exercises should be included, i.e., exercises which are designed to teach the student to recognize why the choice he has made was or was not correct.

C. Inference Making:

For a definition of this concept the reader is referred to the position paper. The following recommendations are made:

1. Vocabulary exercises should be included which teach the vocabulary system of the language, that is, the system of prefixes and suffixes as well as the morphophonemic rules of word formation. The exercises should further bring the student to an awareness of cognates where appropriate, and should teach particularly how to pay attention to contextual clues which will permit intelligent inference making. Finally they should teach semantic relationships such as synonyms, antonyms, etc.

2. The student should be taught through appropriate exercises to recognize the skeleton sentences of what he hears or reads as an automatic covert response.

3. The listening and reading materials should be presented in various stages of syntactic complexity in order to develop the most effective reading and listening habits.

4. Audio-visual support from slides and films is strongly urged.

III. GUIDELINES RELATED TO CONTENT AND USE:

A. Cultural Content:

All language teaching materials must carry out the basic objective of helping learners to become sensitive to the culture of the people whose language they are studying. Students must be taught the features in which their own and the target culture contrast, so as to appreciate the existence of different value systems, divergent patterns of behavior, etc. It is therefore recommended that:

1. Cultural materials should be based on a contrastive analysis between the native and target cultures. They should also stress the affective values at least as much as the diverse behavior patterns.

2. Tangible objects of culture (possibly in the form of "packets") and visual aids increase the effectiveness of the teaching of culture in the FL classroom.

B. Teacher's Guide:

Elaborate instructions for the teacher concerning each phase of the teaching materials and of their use should be included in a detailed Teacher's Guide which explains the philosophy under-

lying each item and suggest possible uses particularly with reference to differential student abilities. Such a teacher's guide is especially needed when the materials are to be used in specific units rather than as a monolithic course, which subjects all students to the same learning conditions.

IV. CONCLUSIONS:

The above guidelines attempt to answer the question as to what elements need to be considered in developing individualized learning materials. It is, of course, understood that such materials need extensive field testing and correction on the basis of the observed errors. These guidelines are based on experience in developing programmed materials. In addition, achievement produced through these materials should be correlated with specific factors affecting learning such as auditory ability, verbal scores, personality factors, attitudes (e.g., integrative or instrumental orientation), etc. Teachers should keep a careful record of results achieved by students of different types of motivation and aptitude. This will greatly help other teachers in the process of individualizing FL instruction.

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[1]John B. Carroll. "Psychological Aspects of Programmed Learning in Foreign Languages," in Theodore Mueller, ed., Proceedings of the Seminar on Programmed Learning. New York: Appleton-Century-Crofts, 1968, p. 63.

[2]Leon A. Jakobovits. Foreign Language Learning. Rowley, Mass.: Newbury House Publishers, 1970, p. 101.

ADDITIONAL REMARKS AND DISCUSSION

Observer's Reaction:

What is the difference your Committee sees between programmed materials and individualized instruction as provided by packets and such?

Ted Mueller:

The difference between programmed materials and individualized instruction has been beautifully brought out by Professor Jakobovits in his scheme. Programmed materials are only materials; individualization is a process. Programmed materials are a useful first step to individualization.

* * * * * * * * * * *

Elton Hocking:

We must bear in mind that programmed materials are pre-selected and laid out in advance, and anything of that nature is by definition not individualized. What is individual about it is that it is done by one person by himself. This has been referred to as the individual use of mass instruction.

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Albert Valdman:

I think your final recommendation was that materials should be accompanied by a voluminous teacher's guide, and to me this implies that these materials have to be monolithic. It is important to note that if the materials are to be compatible with individualized instruction, they would have to be modular in design and also multi-sensory. In view of the question about how to make materials and also Professor Jakobovits' distinction between classroom instruction and natural FL learning, I would submit that we must begin observing the natural learning of a second language by adolescents and young adults. Such observations will hopefully generate a materials-creating process.

TECHNIQUES FOR DEVELOPING PROFICIENCY IN THE SPOKEN LANGUAGE

I. Position Paper: Wilga M. Rivers
Department of French
University of Illinois

II. Reports and Recommendations of the Committee:

Wilga M. Rivers, Chairman

Juan Estarellas
Department of Languages and Linguistics
Florida Atlantic University

Alan Garfinkel
Department of Education
Oklahoma State University

Renate Hartmann
Department of Languages and Linguistics
Florida Atlantic University

Edgardo E. Torres,
Foreign Languages Coordinator
San Leandro (California) Unified School District

III. Audience Reactions and Comments

TECHNIQUES FOR DEVELOPING PROFICIENCY IN THE SPOKEN LANGUAGE IN AN INDIVIDUALIZED FOREIGN LANGUAGE PROGRAM

Wilga M. Rivers
University of Illinois at Urbana

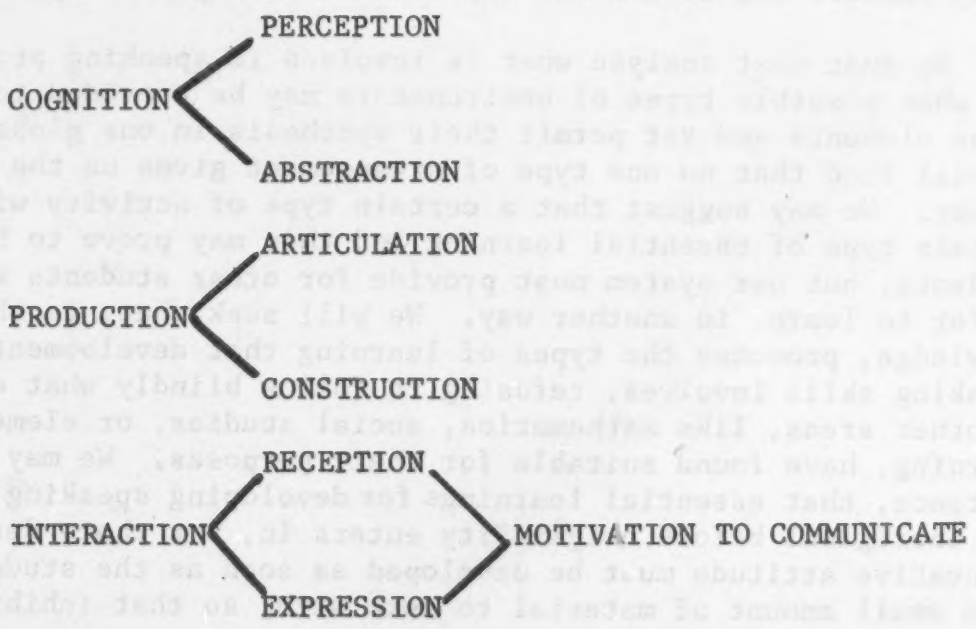
First, we must define in what sense we are using the term "individualized instruction." As has been so often stated, individualized instruction is not a method but a way of providing the environment for learning. It means allowing for the many different ways in which students learn and giving the students opportunity to choose what they want to learn, how they want to learn it, and with whom they want to learn it (independently, with other students in a buddy system, in small groups or large groups, or with a teacher, or program). The term is not, therefore, synonymous with independent study, with programmed learning, or with computer-assisted instruction, although on occasions it may involve any of these (perhaps in a more flexible, less teacher-directed form than that which we associate at present with these three learning modes). Individualized instruction is not necessarily the antithesis of large-group instruction, although the latter may prove to be an obstruction at times, particularly for speaking practice. Individualized instruction will vary according to age and situation, as well as personality and learning style. As Jeannette Veatch has put it: "Individualizing...is not a method of instruction...It isn't the one-to-oneness that counts. It isn't the two-ness, or the group-ness or the class-ness. It is what happens between the human beings in that schoolroom that counts!... When human interaction takes place on a level where each respects the other's thoughts and ideas, we are getting close to the secret of truly meeting individual differences."[1] If this is the essence of individualization, then it is particularly appropriate for developing proficiency in the speaking skill which is so clearly dependent on personality factors and individual styles of learning and expression.

We must next analyze what is involved in speaking proficiency and see what possible types of environments may be provided to accommodate these elements and yet permit their synthesis in one global activity. We will find that no one type of arrangement gives us the complete answer. We may suggest that a certain type of activity will promote a certain type of essential learning and this may prove to be so for many students, but our system must provide for other students who learn, or prefer to learn, in another way. We will seek what, to the best of our knowledge, promotes the types of learning that development of the speaking skill involves, refusing to follow blindly what experimenters in other areas, like mathematics, social studies, or elementary school learning, have found suitable for their purposes. We may decide, for instance, that essential learnings for developing speaking proficiency are unoriginal before originality enters in, but that, despite this, an innovative attitude must be developed as soon as the student has acquired some small amount of material to work with, so that inhibitions against

speaking in the foreign language do not develop. We may decide from our analysis that student "choice" in learning to understand and speak a foreign language is not altogether untrammeled by the nature of the thing to be learned. The student cannot "choose" to converse in the foreign language before learning how to pronounce the words, before learning some vocabulary and simple structures, before learning to comprehend some simple expressions. He may choose to learn to listen rather than speak, to read fluently rather than to speak, to converse rather than to read, but once he has decided he wishes to learn to converse he must accept the discipline of preliminary learnings, even though we will want him to attempt to express himself through what he is learning as early as possible.

To direct our thinking on ways of individualizing the learning of the spoken language, I would suggest the following analysis of processes which need attention in our instructional design. Speaking proficiency involves <u>cognition</u> (both <u>perception</u> of units, categories, and functions, and <u>abstraction</u> - the internalizing of the rules of the language: phonological, morphological, syntactic, and collocational); it involves <u>production</u> (which during practice is no more than pseudo-communication) namely, <u>articulation</u> of phonological elements and <u>construction</u> of meaningful segments at various levels of complication - that is, the development of physiological skill and cognitive control of elements which vary within restricted series and the varying of combinations of elements to produce new meanings; and finally and essentially it involves <u>interaction</u> (both the <u>reception</u> of a message and the <u>expression</u> of a message in a form which is situationally appropriate and comprehensible to another person). It must be remembered that genuine interaction requires <u>motivation to communicate</u> and this must be stimulated by relating the interaction in some clear way to the concerns of the student, thereby making it interesting and purposeful.

Schematically, for purposes of planning and assistance with student planning, we shall have to take into consideration the following elements and activities:



In other words, communicative interaction even at a minimal level is not possible without cognitive control of a segment of language (permitting reception and expression) and without ability to produce this segment comprehensibly, although pedagogically the three stages would all occur in quick succession with any particular segment so that the student has the opportunity to use immediately in interaction what he has learned cognitively and practiced producing. In an individualized program we would provide for all students seeking communicative competence ways congenial to their learning style of acquiring the necessary cognitions and productive skill to be able to interact in a satisfying way.

The questions to which we must address ourselves, then, are the following:

What types of learning procedures are congruous or at least compatible with the fundamental processes involved in learning to communicate in a foreign language (both in the mastering of the elements and in global performance)?

How can the instructional situation be designed so that the student has the opportunity to select from among the appropriate procedures those which are most congenial to his learning style (in cognitive approach, in pacing, in spacing of intermediate goals which reflect his interests and expressed needs, and in provision, at various stages, of attainable, personally satisfying outcomes which he may select as final according to his own level of aspiration)?

Here we may consider the distinction made by Parker between "skill-getting" and "skill-using."[2] Parker suggests that individual work is more appropriate for skill-getting, which requires training, and group work for skill-using.[3] If we take skill-getting to approximate the cognition and production sections of our model we may ask whether purely individual work is necessary here. Although skill-getting is a frankly individual process of learning, some students may well prefer to undergo the process in the company of others: their personal style may require buddy groups, small group study, or an instructional group. The nature of the learning may require that at least part of it be in company if the structuring of the situation is to convey to the learner the realization that skill-getting is only a preliminary which is incomplete without skill-using and that pseudo-communication is a mere step on the way, not an end in itself. Skill-using will by its communicative nature require at least two people and may be more easily stimulated with more. The question arises in both these cases: should such working groups be homogeneous or heterogeneous, constant or fluid, for effectiveness in interaction? We must further consider: how should the skill-getting be programmed? Are traditional programming procedures appropriate for our subject matter? If not, in what ways should they be adapted or reframed to make them more congruent with the types of learnings we are seeking to provide? What individual learning strategies and patterns can we predict and provide for in the areas of cognition and production?

One may say that cognition and production learnings may be individualized, but that interaction practice should be personalized.[4] It is at this point that foreign language study becomes relevant to real-world concerns and student interests. Some questions that must be considered with respect to interaction are the following:

How can genuine interaction be stimulated within student-to-student groups operating outside of the teacher's direction (or is the teacher essential to the activity)? What roles may different students prefer to play in interaction? How can we help students to set themselves realistic interaction goals for their level of competence? Can success in interaction be evaluated by the students themselves?

Since success in communication is entirely dependent on motivation, are the proposed approaches stimulative of, and responsive to fluctuations in, short-term and long-term motivation? What kinds of subject matter may be used to stimulate enthusiasm for interaction?

It would be easy in this type of conference to propose some idealized operation which no ordinary, run-of-the-mill teacher could possible implement in a typical classroom in the average school. We should also ask ourselves:

Would the proposed operation be unduly affected by instructional preferences resulting from the personality differences of teachers? Does it take into consideration the needs and learning preferences of all types of students or is it tailored to the capacities of an elite? (Scott Thomson of Evanston Township High School warns us against trading one monolith for another by forcing all students into a single mold in an attempt at individualization.)[5]

Would the proposed operation require an inordinate amount of preparation on the part of the teacher, would it require new staffing patterns, or could it be operated through a supply of easily obtainable materials? Does it require a massive, profession-wide, cooperative effort to supply suitable materials? If so, how can such an effort be stimulated, and which are the materials most urgently required? What stages of the proposed operation could be implemented immediately in any school as a step toward full individualization of instruction at a later date? Does full implementation imply special in-service training for teachers in the schools?

Unless we give careful attention to questions of this type, the report of this Conference may well take its place, along with other equally well-intentioned reports, on the shelf of pedagogical history.

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[4]See Lorraine A. Strasheim. "A Rationale for the Individualization and Personalization of Foreign-Language Instruction," in Dale L. Lange, ed., The Britannica Review of Foreign Language Education, Vol. 2. Chicago: Encyclopedia Britannica, Inc., 1970, p. 30: "Personalized instruction provides the student with the opportunity to utilize the school's totality to construct his own instructional program."

[5]Scott D. Thomson. "Beyond Modular Scheduling," Evanston Township High School, 1971, mimeographed, p. 4.

REPORTS AND RECOMMENDATIONS:

COMMITTEE ON

TECHNIQUES FOR THE DEVELOPMENT OF PROFICIENCY IN THE SPOKEN LANGUAGE

COMMITTEE MEMBERS:

Juan Estarellas, Florida Atlantic University
Alan Garfinkel, Oklahoma State University
Renate Hartmann, Florida Atlantic University
Wilga M. Rivers, University of Illinois at Urbana
Edgardo Torres, San Leandro (California) Unified School District

1. In view of the necessity for preliminary learnings foreign language study should not be individualized from the first lesson for three reasons:

   a. Students do not know what learning a second language involves. They may think of it as learning a number of words and stringing them together. It is particularly difficult for them to realize the necessity of moving from skill-getting to skill-using. The expert teacher can develop enthusiasm and direct motivation while providing the students with some basic material with which to work, with early notions of how languages work and cultures differ, and with some essential training in self-evaluation. Students' inhibitions against uttering strange sounds and acting in strange ways are best overcome in a group situation. Early language learning in a group can be fun and this is motivational.

   b. Since students will be doing much of their learning with a graphic script and without direct teacher help, the danger of poor pronunciation and spelling pronunciations becoming established is particularly acute. In the early group sessions the teacher will need to pay particular attention to the sound system and to the relationship between oral and graphic forms of the language. This phonological training should, however, be based on material closely related to the types of activities the students will be engaged in or can engage in in the classroom, so that they will have the necessary vocabulary and structures to use the foreign language at once.

   c. Foreign language learning can be compared with a race where all begin at the same place at the starting barrier. As students advance they space out and it is when this spacing out starts to become apparent that individualization should begin.

2. The following types of individualized arrangements are appropriate for the different elements in our model of communication proficiency

(even at the Level One stage).

a. Cognition

Training in perception of units, categories and functions (which includes auditory discrimination and early listening comprehension) can be individual work, machine-guided, preferably with a visual aid to meaning (a set of English equivalents is undesirable), with associated practice with the graphic form of the language.
Abstraction (the internalizing of the rules of the language) can efficiently move from initial large-group instruction, to small-group practice with a student tutor, to individual work (the stage at which evaluation takes place). Provision should be made for students who grasp the grammar quickly to move to evaluation immediately from the large-group or small-group stage.

b. Production

Construction materials (for the combining of segments in meaningful utterances as practice in expressing imposed meanings) should require thoughtful responses for which the student must draw on what he has learned in abstraction exercises. Construction practice may be machine-guided individual work, preferably with visuals, followed by small-group practice in situational contexts, and culminating in display sessions by the group in the presence of the teacher. All construction practice should lead immediately to interaction practice and students should be made aware that construction practice is only pseudo-communication. If dialogues are used, they must be short, with short sentences and content of sufficient interest to the students for them to want to develop it further in interaction. Use should be made of recombinations of dialogue materials, and stories so written as to lend themselves easily to dramatization by the students. (Cognition and Production will now be referred to as skill-getting, as opposed to skill-using.)

c. Interaction (requiring both reception and expression of a message) should not be practiced in isolation. Buddy groups are sometimes successful and sometimes not. The optimal arrangement for developing motivation to communicate is a small group with a team leader (student tutor, teacher, or teacher aide). The team leader should be provided with some kind of planned activity with guidelines for developing the interaction if such development does not take place spontaneously. The interaction should be planned in relation to what the students have been learning, and the use of English translation guidelines should be avoided. Motivation to communicate can be stimulated by the game, competition, or dramatization format. The interaction can arise from a visual (one teacher reports the successful use of filmed mime, e.g. Marcel Marceau, to stimulate interest). A picture stimulus can be used for the development of a group story or description,

or to suggest role-playing. Dramatizations of fables and well-known stories have proved successful. A story completion competition, the setting up of problem-solving situations, learning to do or make something through the language are other suggestions. Simulated settings are valuable: stores, customs desks, bank or airline counters, cafes with menus. Tele-trainers (simulated telephone devices) are available on loan from telephone companies who will also supply foreign phone books and these have endless possibilities. Any of these activities should preferably lead to an inter-group display session. Projects (open-ended so that they can be terminated at various stages of development) may be undertaken and reported on by several reporters (not reading from scripts), but with all such displays the end-product must not become so important that it negates the interaction aim.

Interaction practice should vary in length: a few minutes or a longer session interspersed through the program, with the length determined by the student's interest span. Set times and special days for interaction become artificial and stilted and are, therefore, less effective.

3. Immediate correction is valuable at the skill-getting stage but is self-defeating at the interaction stage where it stifles spontaneity. One suggestion for correction is the taping of some part of the interaction from time to time, and the conducting of a group evaluation of the tape with the teacher as a later interaction project.

4. As the students' knowledge of the language expands (later Level One and higher levels) interaction activities should become more complex, more self-originating and self-directing. If individualization of interaction is to be maintained, activities must be worked out in which the teacher is not the indispensable stimulant. Students may work together on self-selected projects of mutual interest, and discuss these among themselves in the foreign language with the teacher. Films, tapes, radio broadcasts, videotapes, play-reading, tape correspondence, festivals, and club activities stimulate interaction.

5. Both homogeneous and heterogeneous groupings have a place. In self-originating groupings students tend to find the most suitable arrangements for particular situations, seeking the help of more skilled classmates where this is appropriate, avoiding more skilled groups at other times. In heterogeneous interaction groups students at a lower level of mastery can learn through the stimulation of association with others who are more fluent; many have latent knowledge which will be brought to the threshold of availability in such situations. Some diplomatic channeling by the teacher may be helpful when students have become widely separated in pacing.

6. Since variety of interaction companions is desirable, activities should be developed from time to time which shuffle groups in natural ways, as for instance in a competitive game where the winners move on clockwise to the next group and the losers anti-clockwise.

7. Since in individualized instruction, the teacher should be helping the student find his own learning style, he should encourage the student to draw from the materials what is most appropriate to that style. There should therefore be available a variety of suitable materials, not multiple copies of a single text. (One student may learn by grasping a principle, trying to apply it, then returning to learn more if he finds he is wrong; another may prefer the safer way of memorizing and practicing in a controlled situation before launching out into the more uncertain situation where he has to make his own selection from what he knows. Some students prefer to learn passively before they perform actively, some prefer to learn orally before they study material in graphic form whereas some feel more secure when a graphic learning task precedes an oral task. Some can learn only what they find out for themselves; others prefer to learn what others have thought out for them.) Evaluation of interaction should be based on interaction ability displayed, no matter how it is attained, which means that the teacher in an individualized situation must develop a tolerance for learning styles which are not necessarily those he feels are the most appropriate.

8. The teacher is also an individual and this must not be forgotten in an individualized instruction program. A teacher tends to encourage activities suited to his teaching strengths. Success in individualization will depend a great deal on the teacher's tolerance for moments of apparent disorganization as students seek their own paths to learning.

9. From the staffing point of view the development of teacher intercooperation is essential, with the help of aides (either student aides or paraprofessionals).

10. For developing spoken proficiency it is obvious that there must be a breakdown of traditional lockstep instruction, but all types of teachers can cope with these new forms of organization if proper materials which are flexible and comprehensive are available. In view of this need for materials to save teacher time in the field,

a. our professional organizations should issue guidelines for acceptable individualized materials, thus providing teachers with criteria for the selection of commercial materials or for developing their own;
b. a clearinghouse should be established for the exchange and dissemination of teacher-developed materials no matter how restricted in scope. In this regard we endorse the action of ACTFL in providing an Individualized Instruction Newsletter;
c. the materials most needed are interaction materials, and materials which show teachers how to move from production to interaction.

11. For a teacher who wishes to move immediately toward individualization of his program, we suggest three initial steps:

a. The teacher should draw up a "frustration list" of what is not being achieved in his classroom which could be better achieved by individualization. (Particular attention should

be paid to opportunities being provided for interaction.) From this analysis first moves can be made toward individualization.

b. The teacher should begin to work out the pattern of learning styles and aspirations of the students in his class and reflect on ways of providing for these individual variations. By asking students to draw up their own "frustration lists" he will get considerable enlightenment in this area.

c. The teacher should seek to detect potential student leaders (not imposed, but emerging leaders) and begin to use these students in experiments with small-group activity.

12. For wide-scale implementation of individualization, in-service training programs will be essential. In such training, techniques for stimulating interaction should have a high priority.

Special Problems

There are three particularly crucial problems which must be given careful consideration in any program for individualizing foreign language instruction:

1. We would warn teachers of the dangers of the return to the use of the native language as a stimulus and learning framework. Translation exercises, fill-in practice sheets and such devices are easy to prepare and help the teacher and student to ignore the goal of the development of spoken proficiency which has always eluded the profession. This tendency is increased when the teacher-stimulus is minimized or removed, since students may tend to fall back on the safer ground of the language they know.

2. How in individualized instruction can we retain the thrust of cultural understanding which we feel is one of the most important contemporary aims of foreign-language learning? Here the teacher or native informant is needed as a interpreter. Materials used should be culturally based with students encouraged to ask questions, rather than find answers, because of their insufficient knowledge of the foreign culture. Teachers should move from content questions to questions which require reflection on implications.

3. How do we convey understanding of the ways different languages convey meanings when students work on their own? This is an approach which requires sophisticated knowledge. This need must be carefully considered by materials writers.

ADDITIONAL REMARKS AND DISCUSSION

Victor Hanzeli:

Your report seems to insist upon the sequential nature of the production and interaction stages, i.e., from the getting to the using of the skill. Although I can see that pragmatically there is a need for this degree of sequencing especially at the very early levels of language learning, I wonder whether this should hold true all the way through the process. After all, the interaction stage and the reception stage form the ideal corpus from which FL is perceived and cognitive abstractions made. In a sense, the production stage should continually benefit from the process of interaction. Clearly in the interaction stage, things aren't organized for the learner; he has to organize them for himself. In the production stage, the material is all sorted out on the table before him. But I feel that part of the trend to individualization is to discover not so much what we teach but how youngsters learn. We should give them meaningful situations in which to interact, on the basis of which they can deduce or infer their construction or articulatory rules. This kind of learning tends to stick longer in the memory and is a safer basis for bilingual behavior than pure production-type learning.

Wilga Rivers:

We did not mean to imply that the various stages should be viewed as necessarily sequential. However, I do not agree that language learning can be done without some sequentiality and some preliminary learning. I also do not agree that we now have to go back to the widespread use of the native language. There is a great deal we do not know about native language learning and a great deal we do not know about second language learning, but we do know that native language learning and second language learning are not the same animal. I agree with Professor Hanzeli that the inductive approach should be stressed and that materials should be constructed so that students may find things out. But we need to emphasize the importance of setting children on the right track about what language learning is and how it differs from learning math, history, etc.

Ed Torres:

I think we must reinforce the severity of the problem that has existed in the FL classroom in which interaction is the very last thing that happens and the student spends a lot of time in the developmental stages leading to it. We feel this is the commonest mistake being made in individualized programs today.

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Albert Valdman:

In light of what was said about starting with interaction, it seems that this has heuristic value at intermediate as well as elementary levels. Often, preparatory activities can be generated by interaction. Furthermore, if you start with interaction, we can eventually work out a better scheme for cognition and production; e.g., we could work out a better organization for grammar than we find in our texts. In view of the emphasis you put on reception in interaction, perhaps we might consider the possibility that reception take place in an artificially noisy situation, e.g., one in which you infuse noises typical of the context to introduce realism in reception.

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Rebecca Valette:

The model you have presented for development of the speaking skill could also apply nicely to writing. I find that despite a lot of pencil and paper work going on in individualized classes, students rarely reach the interaction stage in writing, especially in the area of expression. Kids are not encouraged to write an essay or a poem, or even an original paragraph. What was said about speaking can easily be applicable here.

ADAPTING EXISTING MATERIALS TO INDIVIDUALIZED INSTRUCTION

I. Position Papers: Elna R. Carroll
Lynbrook High School
San Jose, California

and

Robert McLennan
Mountain View High School
Mountain View, California

II. Reports and Recommendations of the Committee:

Elna R. Carroll, Co-Chairman
Robert McLennan, Co-Chairman

Peter Boyd-Bowman
Director, Critical Languages Program
State University of New York at Buffalo

Ronald L. Gougher
Department of Foreign Languages
West Chester State College

III. Audience Reactions and Comments

ADAPTING EXISTING MATERIALS TO

INDIVIDUALIZED FOREIGN LANGUAGE INSTRUCTION

Elna R. Carroll, Lynbrook High School, San Jose, California
Robert McLennan, Mountain View High School, Mountain View, California

Until the publishing industry catches up with the needs of students and teachers in individualized foreign language programs, it seems apparent that teachers will have to rely on their own ingenuity and on their own makeshift adjustments.

There are probably very few experienced foreign language teachers who are not convinced that traditional approaches to teaching foreign languages are inefficient and ineffective when the class profile embraces a widely scattered range of abilities, interests, and learning priorities. However, there are certainly large numbers of teachers who are not yet convinced that a program can be developed, and realistic ways can be found, to provide all students individualized instruction and an opportunity for independent study. The use of a standard textbook in a traditional manner precludes any likelihood of individualized learning. Given the right materials with which to work, on the other hand, most teachers will doubtless appreciate the benefits of individualization. Unfortunately, such materials are not readily available. Those teachers and departments that have already begun to individualize their programs have had to do one of the following:

a) adapt existing materials to their program
b) write a complete program of individualized lessons and related materials

Solution b) is the ideal because it allows the teacher to create his own program, incorporating into it the structural, conversational, and cultural activities which he finds most desirable. This also permits the teacher to retain, or perhaps gain for the first time, control of his instructional materials, fitting them to his personality and background experiences. Development of such materials can only be achieved when the teacher is given extensive released time to devote to this project or when he is willing to spend many days and weeks of his own time to do so. Most districts do not have sufficient funds to underwrite program development of this type in workshops, and most teachers, already overworked, cannot be expected to accomplish such a mammoth project on their own time. For the great majority of teachers, then, adapting existing materials to individualized instruction offers the only possible entry into this new and exciting approach to teaching.

What are the materials that require some form of adaptation for use in individualized foreign language programs? For the sake of convenience they can be placed in three general categories: <u>software</u>

(all textbooks, basic and supplementary, for the teaching of grammar, literature, and culture); hardware (all machines common to existing foreign language programs); physical facilities and extracurricular materials (furniture, blackboards, room facilities, maps, realia, games, etc.). It would certainly be a guessing game to try to outline all the changes or modifications which these materials might undergo in various individualized programs. What the writers feel is useful in their programs might appear superfluous to another teacher. For example, the movement of a map from the front wall to a side wall probably occurs at the whim of the teacher without his giving much consideration to how or whether the change fits into an individualized program. On the other hand, the wholesale exchange of all student desks for a set number of circular tables with chairs, the acquisition of a comfortable couch for students' use, or the dismantling of a central language laboratory, certainly has implications beyond the whim of a single teacher. It is only the changes which appear to the writers to have general application which will be discussed. There are, to be sure, some materials which need little or no adaptation for effective use in an individualized program. Intended are those materials which from the beginning are specifically designed and written for use in some form of individualized instruction. The increasing number of programmed foreign language materials now on the market fit this category. BRL (Behavioral Research Laboratories) in Palo Alto, for example, offers first-and second-levels of programmed French, Spanish, or German. Other materials which may require no modification include the various types of single-concept learning packages now available from a variety of sources. These packages come under different names such as UNIPAC, CPP (Continuous Progress Package), and LAP (Learning Activity Package), but they all belong to the same family of materials specifically designed from the outset for some form of individualized instruction. "A UNIPAC is a self-contained set of teaching-learning materials designed to teach a single concept and structured for individual and independent use in a continuous progress school program." (This definition and additional information about learning packages may be found in Prep Kit 16 and in other materials about individualized instruction reproduced and disseminated by the Center for Planning and Evaluation, 1110 North Tenth Street, San Jose, California 95112.) To be distinguished from these learning packages are the "kits" now available from suppliers of foreign language materials. These come in the form of slides and/or film strips accompanied by tape and text. While these kits may be well suited for use by students working on an individual basis, and while they may serve to motivate and interest students in an individualized program, they do not meet the requirements of a learning package as described in the definition above. They do not deal with a single concept, and they may need some form of adaptation, particularly for the lower levels of instruction, if they are to be effective in producing learning. Although the above-mentioned materials may need little or no adaptation, the equipment which the student may require for using many of these materials may very well need some form of adaptation, if nothing more than a change in location, in control or supervision, or in availability for use by students on an individual basis.

As much so as in any program, it is totally inappropriate for a teacher in an individualized program to hand a student a textbook and say to him "Here, read this!" or "Practice the first chapter and come to me for testing!" There is no quicker way for a teacher to lead a student into inactivity than by setting a task for him whose steps for completion he cannot follow or whose purpose he does not comprehend. Without the daily page-by-page assignments and introductory explanations given by a teacher as in a lock-step program, the student must have some other form of direction. Somehow he must be made aware of the time limitations, both for final tests and practice activities. To meet these time limits he may need a schedule outlining his tasks. He should not be allowed to draw a day's worth of learning activity into a two-week rest period. When such is the case, the learning process will surely break down. The student needs to be made aware of the purpose of his study and of the tasks which have been set for him. These tasks need to be stated in terms clearly understood by the student as he follows his schedule. The student should know the precise activities he is to engage in to achieve his goals. If the student needs to practice with a tape, he should know the number and location of that tape. Finally, the student should be made aware of the testing requirements, including minimum achievement standards and the form which the test will take. There is little excuse for the student to procrastinate or slide if along with his assigned (or self-chosen) book he has precise knowledge of what to do with the book.

To repeat, it is unjust to hold a student accountable for his progress (which is one of the central characteristics of an individualized program) if at first not all steps have been taken to remove the confusion in the materials which the student depends upon for his progress. It is only at that point where the source of a student's problem lies no longer in the structure of his text or in the substance of his assignments that a teacher can first begin his instructional (remedial or tutorial) work and truly hold a student accountable for his learning.

When the teacher chooses to adapt materials already published as the basis for the individualized program, there are several options and several problems to challenge his ingenuity and imagination. Options to be considered include:

1) The adaptation of one textbook and its related materials.
2) The adaptation and correlation of several text series and workbooks, readers, films, etc. which may be available.

Problems which should be considered are of this nature:

1) How extensively should the text be followed?
2) How will a thorough acquisition of language skills be achieved through the lessons and objectives?
3) How will motivation be provided?
4) How will the "study-pass a test" tedium be avoided?
5) How will learning be personalized for the student?

The first step in arranging materials for use by students working

individually would, of course, be to make a list of the textbooks, tapes, supplementary books, filmstrips, movies, etc. which the teacher has available and might wish to use in the program, or to select the single text (with or without related materials) which will be used. When this first decision has been made, it is important next to appraise the amount of work which is feasible for a unit of time (quarter, semester, year), and then to block out the activities which a student can reasonably be expected to accomplish during that time. For example, if seven units of A-LM (Second Edition) are the desired mean number of units to be accomplished in one semester, it would be foolish to expect students to do an excessive amount of activities for each unit.

After a complete list of materials has been compiled, the teacher is ready to examine those materials with one critical question: "How can I adapt these materials to enable each individual student to accomplish as much learning as possible?" Other questions which follow are: "Which of the textbook activities can I discard?" "Which activities should I expand?" "Which activities should be kept for strictly motivational purposes?" etc.

The use of audiolingual textbooks in an individualized program creates possibly the greatest challenge to a teacher and his program. How does one adapt, for example, Verstehen und Sprechen, Ecouter et Parler, Entender y Hablar, of the A-LM materials to an individualized approach? The textbooks themselves have no built-in road signs directing the student through his many activities. The concepts in each unit are interconnected and cannot conveniently be dealt with on a separate basis. Many of the activities require memorization without conceptualization. The grammar explanations lack sufficient discussion and analysis. In order for the student to properly pronounce many of the linguistic patterns, he must move at a consistently fast and steady oral pace through the units. Such speed for many students in an individualized program is not possible. Often the units are too long, which causes the weaker student to flounder with tasks too demanding of him, when smaller, shorter tasks would be more appropriate. If the teacher chooses to follow such a text, he must be careful to eliminate many of the exercises and activities which might be done as classroom activities in the traditional classroom, but which would be too much to expect the student to accomplish on his own initiative in an individualized program, or which might not be effective in producing meaningful learning. For such textbooks the writers have found it most convenient to prepare a checklist of activities and tasks to be completed within each chapter. This checklist for each chapter should carefully coordinate all the activities expected of the student. It should include, for example, the tape number for each exercise, a list of appropriate written and oral drills (including related pages in any available workbook or supplementary grammar), a statement of appropriate pre-test and post-test procedures, and suggested methods and techniques for learning, such as practice with a partner or dictation from a teacher aide at such and such a point in the chapter. The first few weeks of school for beginners in such programs might well be spent on a lock-step basis learning how to learn with the materials at hand. If the student fol-

lows the outlined learning procedures, he should at the end of each learning sequence be able to perform well on either the publisher's test or on a teacher-devised test. Throughout the chapter the teacher or his aides must test the student at regular intervals and on important concepts. Difficulties with grammar should be cleared up at these intervals before the final test. A student should take his final test only if and when he is certain he is ready. As already suggested, it is surprising how after just a short time students develop good working habits, particularly if arrangements are made for the presence of student aides, native speaker,paraprofessional or volunteer personnel, and clerical assistance. Added incentive and competition can be encouraged by the display of a progress chart recording student movement through their checkpoints. If after testing the student does not demonstrate minimum proficiency, he is sent back to repeat his preparation with advice for alternative activities which might help him, or he is provided on-the-spot remedial work by the teacher or his aides. For grading purposes, the teacher need only keep a record of the successfully completed chapters and grade the student accordingly. In order to encourage oral work based upon his beginning text, one of the writers has prepared verb cards labeled by text chapter. These cards are then placed in the hands of groups of two or more students for their oral practice, which can often develop to the point where completely original sentences are generated from the single verb key. Verb tenses can also be practiced in this manner while capitalizing on the student's pleasure in working with his peers. Small-group conversation led by the teacher or his aides centers in a similar way around the vocabulary learned from the basic text. For further oral work in an individualized program, the teacher might create student pairs for presentation of dialogs or for text-based questions and conversations. They can then be presented to peers and the teacher for fun or for testing and credit. The teacher may want to make separate practice tapes of these activities for continued use. Additional vocabulary items may be dovetailed into a basic text by use of the following technique. Allow students to learn from a prepared set of flash cards the adjectives describing feelings (sad, tired, hungry, etc.) for practice with the patterns in the text such as "I feel..../She feels...., How do you feel?". In the same way, students can learn from a set of cards the common items of clothing and then describe what they are wearing at the time they are tested on the unit containing colors. Such activities not only foster intelligent use of the language, but also help to motivate students to work together, and with and for each other, as they make their individual ways through their textbook material.

Regardless of the materials chosen, written, or adapted, for the individualized instructional program there must be a placement test. The problems of articulation can be nearly negated by a well-prepared testing instrument. This test must, however, be completely coordinated with the learning program, with identification given to each problem on the test so that recommendations can be given to the student as to which portions of the program he may best skip and which portions he should work with. This placement test not only serves as a diagnostic pretest for incoming students, but can also be used as a semester final where such is required since, if properly coordinated with the program, it

illustrates exactly what the student has studied.

Many teachers, even though philosophically supporting individualized learning, feel the need to hold at intervals a large-group session to maintain "esprit de corps," and to produce those "electric moments" we all know in which student interaction produces motivation to a high degree. How can this be incorporated into individualized programs?

Vocabulary development through use of visuals, transparencies, films, slides, TV programs, magazine pictures, etc. can serve as a valuable activity for this purpose. Even though students in the classroom are widely separated in knowledge of structures, they can all learn at the same time practical and interesting vocabulary from which conversational sessions may develop. Another group activity might be a review-preview session, in which more advanced students review and gain practice in using already studied structures and slower students benefit from a preview of what is to be learned.

Books other than beginning texts appear to the writers not to require nearly so elaborate guidelines or checkpoints. By the time a student is weaned from his beginning text, he is usually capable of handling more elaborate assignments. Reading the first book of a graded reader series, studying a review grammar, completing writing assignments, reading and reporting on literature, making oral reports, etc. might be reasonable assignments for the advanced student working in an individualized program. Many of the texts and readers now available can serve as the basis for such activities. The teacher needs only to remember - and this is valid regardless of the approach a teacher uses - to direct the student to the specific tasks he must perform (reading, writing, oral), and to indicate the time limits and performance level expected of him. These directions can be passed on orally by the teacher or written formally in a contract or in a study guideline or checklist. Many of the available materials are already broken up into convenient units and checkpoints. The aforementioned "kits," even though they come in shorter, more compact form than texts and readers, may also require some guidelines for use. Without these, the student may view the pictures, scan the text, and hear the tape without participating actively in any part of the kit. Again, the student must be directed how to do the desired activities. For grading purposes, a series of these kits and other packages, such as the vocabulary cards, can also be listed on a progress chart for display. To summarize, it appears to these writers that without some form of specific guidance, either in the form of checklists for beginning texts or in the form of shorter oral and/or written directions for use with supplementary materials, including precise requirements as to time limits and demonstrable performance levels, there is no way for the teacher to manage, assist, and record the progress of his students studying at diverse points in the curriculum and at varying rates of speed.

Unlike in many traditional lock-step programs, hardware becomes a vital part of an individualized program. The teacher in his new role

must harness all available help. This certainly includes all available machines. As stated already, study guidelines should include specific directions for practice with tapes and records, including the number of the tape and its location. Ideally, a student should have access to the appropriate machine whenever he must (or wants to) practice with his tape or record. And since students will be using these machines, it stands to reason that they should be the types of machines that students can operate. Portable tape recorders, cassette players, small record players, slide and filmstrip projectors, and Language Masters can all be conveniently placed around the periphery of a classroom, in a resource center and/or in a library. The combined cost of all these machines is much less than that of a central lab, and they require no costly lab technician on hand to set them in operation. If a central lab is available, it should of course be open for individual student use. In order for students to quickly locate (and file!!) tapes and records with minimum teacher help, well marked and visible storage systems should be devised. Teachers (or preferably A/V departments) should prepare a second copy of tapes in use so as to avoid disaster should a student erase or lose his tape.

A comment about the effectiveness of existing tapes seems appropriate at this time. Many tapes provided with existing texts have the effect of leading the student through the patterns much like the teacher might lead him through the same drill in a traditional lock-step drill-centered class, impersonally and mechanically, with emphasis upon exact mimicry and with too little emphasis upon personal, direct communication. If time and skills permit, the teacher might want to try his hand at recording some supplementary tapes with the intent of creating a more direct and personal appeal to his students.

Two relatively recent innovations ideally suited for individualized foreign language programs are the cassette player and the Language Master. The cassette player is small and inexpensive, and its cassette tapes require little room for storage. Once converted to cassettes, traditional tapes and their problems with unwinding, breaking, threading, and irregular sizes can be quickly forgotten. The Language Master (there are several comparable models on the market) adds an important new dimension to a recording in that the student can see a visual image as he practices, and he can at the same time receive immediate reinforcement or correction as he hears the play back of his own voice and that of the native speaker model. The teacher may buy prepared materials for these machines or he may prefer to buy the blank cards on which to prepare his own visuals and sentence patterns. Important parts of the basic text can be conveniently transferred to the Language Master cards along with helpful teacher-devised visual representations. The most important consideration for all available equipment is that it be made <u>easily accessible</u> to the individual language student. There is no sense in having expensive machines which only the teacher is allowed to touch. Throw away the keys to the dusty closets and place those machines out where they can be seen and <u>used</u>!

The facilitation of individualized learning programs where stu-

dents meet on a daily basis can be made more effective by planned furniture and room arrangement. Several possibilities might be considered. First, how can the classroom unit be adapted to provide a listening center, a testing center, and a general work area? A simple multiple jackbox can be produced inexpensively which, with a tape-recorder and a half-dozen earphones, will provide a listening station or miniature lab in the classroom. This can be placed in one corner of the room (preferably on a hexagonal table); in another corner, a half-dozen desks can be arranged at an opposing angle to the rest of the room, ideally near the test file and the teacher's area, so that it can easily be seen who is taking tests, If desirable, another section of the room can be maintained as a conversation center, and the bulk of the classroom can be a general work area in which students should be able to move their chairs about at will.

A sophisticated approach used by some schools is the establishment of a resource center which serves as an adjunct to the classroom. A paraprofessional in the center keeps records, tests students, signs out books and tapes, directs students into the central language lab, and supervises and tutors students as they work individually and in groups in the study section of the resource center. In larger programs two or more teachers may connect their room facilities into a language complex and cooperate in a team teaching operation. Such division of labor provides an opportunity for teachers to capitalize on their strengths. This type of program also suggests tremendous possibilities for the differentiation of staff duties and the utilization of inexpensive paraprofessionals working under the direction of an experienced (and well paid) master teacher. Still another plan for facilitating the individualized foreign language program is the "language island" system. All student desks are replaced by (round) tables. A couch and study carrels are placed around the periphery of the room. All available books, realia, games, machines, tapes, magazines, etc., are accessible at different points in the room. There is an area for conversation, and area for testing, an area for informal reading, and an area for student peer interaction and practice. Such a "language island" facility could be expanded to accommodate any number of students, teachers, and aides. Separate facilities for each language assure a minimum amount of interference and increase motivation as the student is immersed in materials and sounds relating to his target language. The use of (round) tables to facilitate student interaction has proven to be a particularly effective change. And much more frequent use of games and reading of magazines have resulted from the increased accessibility of those materials.

REPORTS AND RECOMMENDATIONS:

COMMITTEE ON

ADAPTING EXISTING MATERIALS TO INDIVIDUALIZED INSTRUCTION

COMMITTEE MEMBERS:

Elna R. Carroll, Lynbrook High School, San Jose, California
Robert McLennan, Mountain View High School, Mountain View, California
Peter Boyd-Bowman, State University of New York at Buffalo
Ronald L. Gougher, West Chester State College

There are three areas to be adapted. They include: 1) Software: basic textbooks and supplementary printed materials; 2) Hardware: tape recorders, cassette recorders and tapes, central labs or classroom labs; and 3) Physical facilities: rooms and furniture.

The first step in adapting any materials should be to make an inventory of what is available. All materials not suitable for use in individualized instruction should then be discarded for that purpose.

Adapting Software

1. Determine the materials necessary for each student during a given period of time (quarter, semester, year).

2. Define for each unit of work the behavioral objectives. State exactly what the student is expected to be able to do after completion of a unit. Give precise references to study materials.

3. Prepare a list of learning activities to be accomplished by the student. This could be a check-list or a handbook. A balance of speaking, writing, and reading activities is necessary. Provide oral activities of a relevant, practical nature.

4. Prepare an orientation sheet for students explaining how each will be evaluated. Suggest study techniques, such as listening to tapes, studying with a partner, using visual aids, etc.

5. Establish evaluative criteria both for each individual objective and for each unit. Students should be informed of these criteria, but there should be sufficient flexibility so as not to destroy motivation.

6. Dovetail when possible into textbook materials additional activities such as games, skits, film strips, songs, and movies. These can be used by individuals or can be used as group activities to stimulate interest.

Adapting Hardware

1. Make all equipment accessible to students when they wish to use it.

2. Train all students to use tape recorders, cassette recorders, projectors, and any other equipment provided in classroom or laboratory.

3. Eliminate from commercial tapes all drills and exercises not suited to individualized instruction. Recorder meter readings might be indicated for students to guide them to each required or suggested drill.

4. Teacher-made tapes that guide students to each required or suggested drill are recommended.

5. Give students the exact location of all tapes, films, and equipment.

Adapting Existing Facilities

A. Classroom

1. Conventional classrooms may be adapted by rearranging furniture into special study areas, such as a listening center, with tape recorder and multiple jacks and a testing area.

2. The classroom may be converted to a language island with study carrels and other equipment provided around the perimeter of the room.

B. Resource Center (Media Center)

When all or many of a department's courses are individualized, a Resource Center should be provided in which additional listening equipment and hardware are provided. This may also include a satellite library. It can be used as an area for activities such as games, preparing skits, conversations, etc. Clerical help may also be located here.

C. Combining two or more classrooms

One large complex might facilitate team teaching and a more flexible grouping of students.

D. Non-traditional study areas

Suggestions should be made to students for using cassette recorders, if available, for study in areas where more listening acuity may be developed, such as in an airport or beside a busy street. Other areas such as under a tree, or beside a stream could provide a pleasant learning environment. If students are given access to tapes during the summer, the learning process need not be interrupted.

Any of the changes included in this report may be dependent upon the following:

1. Degree of teacher commitment to the philosophy of individualized instruction.
2. Extent of individualization desired.
3. Type of materials to be used.
4. Type of student.
5. Educational level of the institution.

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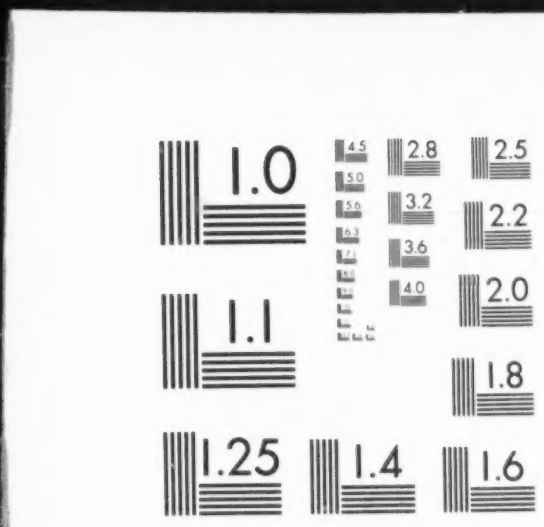

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

ADDITIONAL REMARKS AND DISCUSSION

Observer's Reaction:

Since self-pacing is one of the aspects of individualized FL instruction, what do you mean when you talk about imposing a time limit? A deadline or a range?

Robert McLennan:

I have in mind the situation where a student draws out his work and evaluation of it to the point where his learning actually begins to erode. To prevent such a situation from occurring with some students is one of the duties of the teacher.

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Observer's Reaction:

After students go through an individualized FL program in high school, will the various universities be satisfied with this type of preparation, or will students have difficulty in getting their transcripts accepted?

Robert McLennan:

Universities themselves will have to answer this. I can only say that when a student leaves our program, he is dealt with fairly by the colleges to which our students usually apply. There will always be those students who do poorly on a placement test and have to "repeat" or start all over again, but there is no reason to suspect that products of an individualized program should be any more likely to fall into this category than products of conventional programs. Indeed, the opposite ought to be true.

Ronald Gougher:

Individualized instruction in no way guarantees that all students will be able to perform up to the teacher's expectation. My feeling is that there is every reason to suspect that students who are given the proper training and materials will perform even better as a result of an individualized system than students from traditional programs usually perform. Incidentally, I think that it is necessary to stress the fact that we believe that schools cannot afford to, and will not, abandon their traditional textbooks overnight and adopt new individualized text-

books (which have really yet to appear in any case), and hence the necessity of using what we have and adapting it to meet our purposes, rather than waiting for newer and better texts to come along.

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Hal Wingard:

What is the likelihood that the tasks outlined by this committee can and will actually be done by teachers?

Ronald Gougher:

Those people who really want to adapt their materials can do so. It is certainly not an overnight job, but neither must it be a herculean task. It depends upon the extent to which the teacher wishes to individualize and diversify his program.

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Victor Hanzeli:

I am concerned about the pessimistic tone of both the committee report and its discussion. We talk about the many years we'll have to wait until "individualized materials" will be commercially available and imply that the interim period will be characterized by fumbling efforts of isolated teachers creating their own trivial program materials. Actually I see distinct advantages in having the teacher engaged in this work. One of the characteristics of mediocre teaching is mindlessness about what we do and why we do it and the teacher's active involvement in identifying student interest and need and producing learning units to match it would tend to eliminate mindlessness and demonstrate to the learners the teacher's active concern for their learning. Buying a "nationally approved" package would never have the same effect.

It is true of course that to make this process work two conditions must be met: a) Informing the teacher by workshops and other means about the nature and goals of individualization as well as about the kinds of materials used in successful programs elsewhere, and b) securing a modicum of released time for the teacher. This is precisely the policy that conferences should advocate and strongly recommend.

ADMINISTRATIVE ISSUES IN INDIVIDUALIZING

I. Position Paper: Carl Dellaccio,
Director of Foreign Languages
Tacoma (Washington) Public Schools

II. Reports and Recommendations of the Committee:

Carl Dellaccio, Chairman

Lester W. McKim,
Foreign Languages Coordinator
Bellevue (Washington) Public Schools

Harold B. Wingard,
Specialist in Second Language Education
San Diego (California) City Schools

III. Audience Reactions and Comments

ADMINISTRATIVE ISSUES IN INDIVIDUALIZATION OF FOREIGN LANGUAGE INSTRUCTION

Carl Dellaccio
Tacoma (Washington) Public Schools

Individualization of instruction is one of the best ways of providing equality of educational opportunity. No matter what else educators do to promote full educational opportunity, they must make a maximum effort to achieve more individualization in instruction.

Definition of Individualized Instruction

One of the greatest administrative barriers to the promotion of individualized instruction is the lack of understanding on the part of administrators, supervisors, and department chairmen of what truly constitutes individualized instruction. For too many, individualized instruction means a simple tutorial situation - a student working by himself with a program or even without one, or each student using a different set of materials. The concept of individualized instruction has been confused with physical facilities, organizational schedules, electronic equipment, learning packages, grouping practices and different learning activities. None of these views is accurate.

Administrators must change their emphasis and concerns from the above-mentioned factors and focus on the notion that teaching is the foremost ingredient of individualized instruction. The concept must be seen as the process of designing instruction or teaching so that it fits the individual learner. An individualized program does not have to be different for each student but it does have to be appropriate for each one. It is based on the notion that there is no one best way for all learners but that there are best ways for each learner. Each student's educational program must be individually suited to him.

The teacher can adjust any educational program to fit any learner by making the proper decisions and executing the appropriate actions in three major categories: the educational task, or what is to be learned; the learner's behavior, or what the student has to do to learn the task; and the teacher's behavior, or what the teacher has to do to help him be successful.[1]

Inservice Training

To expect teachers to individualize their instruction simply because they may be encouraged, be ordered, or may wish to do so is not very realistic. The individualization of their instruction will, as just a first step, demand that teachers recognize that behavioral objectives are important to the process and that they represent a considerable departure from the typically ambiguous instructional goals that are in

widespread use today. Teachers must be taught to deal with specific instructional objectives and to know what use to make of them.

Administrators, in order to effect significant changes in the teaching behaviors of their teachers must make it clear to them that instruction as usual is no longer satisfactory and that the use of behavioral objectives will demand quite a change in their teaching practices. Reinforcers must be provided by administrators so that teachers will be more willing to work harder at the task of improving their instruction. Released time should be provided on a regular basis. Additional clerical help can be added for increasing incentive. Recognition of hard work and good progress through district and community publications will maintain interest and willingness to devote even more time to improvement activities.

Teachers must be given extensive practice in developing learning activities which provide more opportunity for their students to practice what is more directly relevant to the stated objectives and their component behaviors. They need training in the use of principles of learning. Finally, teachers need to be trained to make better use of test and classroom data. They need to be trained in evaluating their own teaching based on the performance of their pupils and to revise their instruction when the results are not satisfactory.

Inservice training in behavioral objectives alone will not bring about too much change in student performance unless training is organized on the use of research-based learning principles.

Scheduling Factors

There is a great deal of evidence that a flexible schedule has had little basic effect on the improvement of foreign language instruction. Most efforts at large group-small group instruction have yielded little rewards in terms of improved student learning. Teaching and learning in flexibly scheduled programs have, by and large, been quite ineffective because teachers lack the knowledge and skills for individualizing instruction and most present day teaching materials are inadequate for the individualization process.

Some individual efforts have resulted in - at best - a modest improvement in instruction. Bellevue, Washington is an example: (1) One class of two seventeen-minute mods plus a three-minute passing time has resulted in higher intensity of group teaching (with no overwhelming evidence of improved student learning), less boredom on the part of students, and more opportunity for individual assistance from the teacher. The potential for a more exciting, improved program exists but no teachers in the mod-scheduled schools have suggested any basic program changes. (2) In schools that have a sixty-minute period four days a week, students have the opportunity of organizing the fifth day for their own purposes. However, foreign language teachers normally release students for one-half a period on day four and keep them for one-half a period on day five in order to provide students with daily instruction (i.e., five days a week). The remaining half period each day is used

for work with individual students. As in the preceding example, no program alternatives have been suggested by the teachers.

These examples simply illustrate what Dwight Allen has stated: "The schedule can help - if a teacher knows how to use it." Harry Reinert of Edmonds School District, Washington,has accepted his school's schedule as an unchangeable constraint and has designed his program to operate within it.[2] He has thus avoided confrontations with other groups who are concerned about school schedules: board of directors, school administrators, other teachers, parents, and students. In his program, students can pace themselves to a degree, but there are limits imposed by the schedule. For example, students will find it difficult to be in class more or less than the scheduled fifty minutes, regardless of what they might want to do; they will interact with the other students in their class and will have little contact with other students not in their class. Again, it is important to stress that no solid evidence exists that variations in schedules have resulted in any basic changes in either the teaching behaviors of the teachers involved nor in any significant improvement in learning by the students.

Credit

It is very simple to say that students should be given credit for the amount learned rather than for the time spent in class. However, a great gap exists in the real world of school between the statement of philosophy and the establishment of policy. Complaints have come from parents and administrators. It is the kind of constraint that Albert Valdman experienced at colleges and universities with his programmed course in French. If students gained a quarter in the sequence (completing three quarters in two),they ended up with an illegal overload of credits. On the other hand, if they lost a quarter (completing three quarters of work in four quarters), they had an illegal underload one quarter. Those individuals who complained about the Bellevue proposal felt that students registering for a foreign language class should have a guarantee of "one year in class, one year of credit." An astute administrator can figure out ways of getting around the credit hassle, but he will be well-advised not to ignore credits as a possible source of difficulty that can easily grow out of proportion to its importance.

Material and Equipment

Some basic assumptions:

1. Equipment should be available to facilitate the use of teaching materials; to the extent that it is inadequate or inappropriate it serves as a constraint.

2. In general, most commercially-prepared materials are superior to teacher-prepared materials, but little is available which has been designed specifically for individualized instruction.

3. Local teachers can adapt materials to meet the needs of their program, but such adaptations cannot be done adequately during

the school year.

4. No teaching package (materials and equipment) can be used meaningfully on a district-wide basis without inservice training for teachers.[3]

Individualization of instruction in foreign languages on a profession-wide basis is going to require a long and difficult time before it comes to pass. Key teachers and administrators will have to be educated. The professional organizations (AAT's and ACTFL) must exercise greater leadership in designing a new foreign language program based on the concept of individualization of instruction. Demonstration centers must be established where novice and experienced teachers may go for needed training. More concentrated efforts must be made by the professional organizations in assisting talented materials writers to develop programs based upon behavioral objectives which better lend themselves to the individualization of instruction. Teacher training institutions must overhaul their programs and put much greater emphasis on training teachers to teach students on an individualized basis. Their own classes need to be based on the process of individualized instruction so that they may serve as models for their students. Finally, state departments of education have to participate in bringing about the needed changes by building newer concepts into their certification requirements.

REFERENCES

[1]The above discussion is taken from two articles by Dr. Madeline Hunter, Principal of UCLA's University Elementary School: "Tailor Your Teaching to Individualized Instruction," The Instructor, March, 1970 and "The Teaching Process," in Dwight Allen and Eli Seifman, eds., The Teacher's Handbook. (New York: Scott Foresman and Company), 1971.

[2]Information regarding the foreign language program at Edmonds School District supplied by Lester McKim, Coordinator of Foreign Languages, Bellevue Public Schools.

[3]Information supplied by Lester McKim, Bellevue Public Schools.

REPORTS AND RECOMMENDATIONS:

COMMITTEE ON

ADMINISTRATIVE ISSUES IN INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION

COMMITTEE MEMBERS:

Carl Dellaccio, Director of Foreign Languages, Tacoma, Washington
Lester McKim, Coordinator of Foreign Languages, Bellevue, Washington
Hal Wingard, Specialist in Second Language Education, San Diego, California

This report is written for the benefit of school administrators who have the task of personally generating, and of encouraging their teachers to generate, ideas for innovative patterns of instruction, in this case innovative ideas for increasing individualization of FL instruction. We are thinking primarily of administrators who deal directly with teachers on a daily basis: department chairmen, district FL coordinators, and school principals. As instructional leaders, these administrators must be aware of immediate and long-range implications for innovative programs. Through careful consideration of such implications, the administrator can help teachers avoid pitfalls and can increase possibilities for success.

We have limited this report to those kinds of individualization that are likely to require other than routine administrative decisions. There are many kinds of individualization that go on in classrooms as well-trained, sensitive teachers work with students. Such teachers adjust their educational program to fit individual learners by making proper decisions relative to teaching tactics. They identify the educational task, or what is to be learned; the learner's behavior, or what the student has to do to learn the task; and the teacher's behavior, or what the teacher has to do to help the learner be successful.

The only administrative issues related to such individualization are problems of acquisition and dissemination of professional literature and to inservice training designed to help teachers increase such individualization.

Possibilities for programs of individualized instruction range from the kinds of individualization referred to above (that ideally would be routine) to what we have defined as a "completely individualized program." As a working definition for this report, we suggest that a completely individualized program of FL instruction has the following characteristics:

1. Students proceed through the instructional program at various speeds: individualized pacing.
2. Students have a choice of skill development on which they will focus their attention: individualized selection of goals.
3. Students have a choice of activities in which they will partic-

ipate for the achievement of their goals, hopefully as a means of relating activities to different learning styles: individualized selection of styles.
4. Students may select from a variety of materials according to their own areas of interest: individualized selection of content.
5. Students may enter the program at any time: individualized selection of entry point.

We take for granted that the teacher of a completely individualized program will function as the manager of the learning tasks, helping students to make appropriate selections. The extent to which the teacher helps the students to make appropriate decisions will determine the degree of success the program will enjoy. To state this in another way, the teacher must act as a facilitator of learning, and the degree to which he allows students to make inappropriate decisions will determine the degree of failure the program will suffer.

Now let us return to our administrator. We have said that the teacher must function as a facilitator of learning in the classroom. Similarly, the administrator must act as a facilitator for his teachers' instructional program. It is the administrator's responsibility to help his teachers determine parameters within which any proposed program for individualized instruction must operate. The parameters will be determined by such constraints as teacher competence, district policies, and available funds.

We have prepared a checklist which brings to the administrator's attention issues related to a "completely individualized program." Some of the items may not be appropriate for a specific program. At the end of the report, we have included two hypothetical proposals as an indication of the range of implications according to the type of program proposed.

ADMINISTRATIVE ISSUES IN INDIVIDUALIZING FOREIGN LANGUAGES: A CHECKLIST

QUESTIONS	COMMENTS
1. What are the elements of individualized instruction included in the proposed program? _____Individualized pacing for the development of skills in _____reading _____writing _____grammatical concepts _____aural understanding _____speaking _____Individualized selection of learning styles, For example: _____Will students have an option at all times between visually-and audially-oriented materials? _____between group and individual work? _____Individualized selection of content. _____How much choice will students have? _____How appropriate is the proposed range of choices for the objectives of the program? _____Individualized selection of entry point. May students move into the program _____at any time _____at the beginning of a semester _____at the beginning of a year	The number of elements included will have direct implications for the balance of the questions in this checklist. Note that the degree of sophistication necessary for a successful program increases rapidly as skill areas are added to individualization of pacing and as other elements of individualization are added. We do not interpret individualized instructional programs as programs that eliminate group work. Indeed, group work may frequently be more appropriate than individual work. [Eds. Note: See the section of this conference report entitled "Function and Techniques of Group Work in an Individualized FL Program."]

2. What is the purpose of the proposed program?
   _____to retain more students in the FL program
   _____to provide students with richer learning experiences
   _____to add student options
   _____to relieve the teacher from strenuous teaching involved in the existing program
   _____to help teachers improve rapport with their students

We strongly recommend that the administrator and his teachers consider carefully all purposes for the proposed program.

3. How extensive a program is proposed?
   Which schools? _____
   _____Is the proposed program for one school or for all schools in the district?
   _____Is it for high school only?
   _____Is it for junior high only?
   _____Is the long-range objective to have it in all schools?_____all high schools?____ all junior highs?_____

Which teachers?_____
   _____How many immediately?
   _____How many eventually?
   _____Have the teachers had experience with the type of program proposed?
   _____Do the teachers have the linguistic competence to develop an individualized program?
   _____Do they work well with students-as-individuals now?
   _____Have they had experience in curriculum development work? (i.e., writing objectives, describing teaching processes, ordering and organizing materials, acting as project leaders, developing time lines for developmental work, preparing cost estimates, preparing proposals for approval.)

We strongly recommend that programs of individualized instruction be started only when there is assurance of essential leadership. We take it for granted that teachers to be involved in individualized instruction will already have adequate command of basic language and teaching skills.

_____Do the teachers have the potential, time and willingness to be trained adequately to implement the proposed program?

Which languages?_____
_____Is the program for one language only?
_____Is it for all the languages taught?
_____Is the long-range goal to include all the languages taught?

Which levels?_____
_____Is the program for advanced classes only?
_____Is it for beginning classes only?
_____Is the long-range goal to include all levels?

4. Will the proposed program necessitate a related inservice program?_____
   _____Is there an existing inservice program in the district that can incorporate the needed training?
   _____How long will inservice be needed?
   _____How many teachers will eventually be trained?
   _____How much cost will be involved for the district?

5. What are the implications for articulation of the district program?
   _____Are teaching goals and materials compatible?
   _____Are credit, grade, and advancement policies among the schools compatible?
   _____Is there an assurance of necessary communication among teachers?

In some programs, students may enter the individualized instructional program after a few weeks or months which are spent in developing a common base of necessary skills.

Help for inservice work may be available from the local curriculum department, from experienced teachers in the district, from outside consultants, or from local colleges. We feel it is vital that teachers involved in individualized programs understand how to prepare and use behavioral objectives, how to diagnose and correct learning problems, how to identify and order materials and equipment, and how to adapt materials and equipment to meet the special needs of the proposed program.

It is the administrator's responsibility to see that students in the individualized program do not suffer as they move from teacher to teacher.

6. What facilities, equipment, and teaching materials will the proposed program require?
   - _____Are they currently available in the district?
   - _____Will adaptations be necessary for the proposed program?
   - _____What will be the immediate cost?
   - _____Are long-range objectives dependent upon a continuing expenditure of money over many years?
   - _____Is there a viable plan, including qualified personnel, for adaptations of materials, equipment and facilities?

Program designers should limit their programs to levels of individualization that can be implemented with available funds. We recommend against starting extensive programs with major dependence on volunteer work and donated equipment.

7. Will the implementation of the proposed program necessitate changes of school policy relative to grades and credits?
   - _____Are letter grades being used in the school?
   - _____Must letter grades be used in the proposed program?
   - _____Is credit-no credit a possibility?
   - _____Do local colleges insist upon letter grades?
   - _____Must credit be awarded on the basis of time in class?
   - _____Can partial credits be awarded?
   - _____Can all credit be based on achievement?
   - _____Will students and parents in the community accept the philosophy of credit based on achievement regardless of the length of time spent in class?

We feel that schools implementing programs of individualized instruction must have the right to award all credit on the basis of achievement. We strongly recommend a policy of credit/no credit with no letter grades.

We are suggesting here that any major deviation from what is considered to be a "normal" procedure for awarding credits and grades should be made only after there has been full opportunity for public discussion and reaction.

We recognize that the checklist in this report seems formidable, and we emphasize that it is intended as an aid rather than a hindrance. During the last twelve years - since the passage of the National Defense Education Act - we have seen many FL programs fail largely because of inadequate planning. Foreign language instruction in elementary schools (FLES) is an example of a beautiful program concept that has never achieved its stated goals and has consequently been dropped from the curriculum in many districts. We hope the profession will take a more dispassionate look at individualization of FL instruction and will do the initial planning that can lead to success.

The following two hypothetical proposals indicate the way the complexity of planning should increase in accordance with the implications of the proposed program. The proposals are on the left of the page. Relevant questions from the administrative checklist are answered. On the right of the page are what we would consider to be appropriate administrative comments.

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Proposal 1

		Administrative Comment
TITLE:	Individualized Instruction for French 4 and 5	
SCHOOL:	"B" High School There is no plan for any other high school in the district to be involved in this program.	One school only.
TEACHER:	M. Gaulois M. Gaulois is an experienced French teacher at "B" High who is responsible for advanced class instruction. In his regular classes, he includes many of the activities planned for the proposed program. He lived in France until the age of 15, and he has returned to France several times since then, taking groups of students with him on two occasions. There is no plan to involve other French teachers in the district in this program. Students not interested in this program may follow the regular French 4-5 program.	One teacher only. Well qualified for proposed program. No in-service is necessary.
PURPOSE:	The objective of the proposed program is to give students who have completed three or four levels of French an opportunity to continue their study in an informal setting. The 15 students who have requested the class are highly motivated. Six of them were in M. Gaulois' class	Check with students shows that interest in class is high.

as 4th year students and have participated in activities similar to those described here. They have all demonstrated their competence to read a variety of materials.

OBJECTIVES and related activities:

1. Students will significantly improve their conversational ability. They will have lunch at the French table at least three times a week. They will participate in at least four of the six planned French dinners in which they will help with the planning and preparation of food. They will participate in at least three of the four weekend French camping trips.

How will teachers show that objectives have been achieved?

Where will dinners be held?

Will district policies allow such weekend trips as a required part of a school course?

2. Students will significantly improve their pronounciation, intonation, and command of correct French grammatical forms in all four skill areas. They will report to the French class one day a week to work on lessons prescribed by M. Gaulois, either individually or in small groups. That period will also be used for testing, for giving reports, for counseling, and for planning informal activities.

Consistent with school efforts to fit instruction to student needs.

3. Students will significantly improve their reading and writing skills. They will select reading materials on topics of personal interest from a wide selection of books, magazines, and newspapers available in the French room. They will write reports on topics of special interest and letters to French students.
NOTE: Students may decide to emphasize one or two of the skill areas, but some work must be done in all four. Specific objectives will be determined by means of consultation with the teacher.

A check with the department chairman and M. Gaulois showed that normal budget for the FL Department will cover all expenses.

CREDIT AND GRADES: Students interested in this class include some who have strong interests and obligations in other subject areas and do not have time to participate fully in the program. Other students would like to do more than a year's work. Each student will

Flexibility of credit is consistent with school policy. Will need permission for no-grade feature.

work according to a contract negotiated with M. Gaulois and modified as necessary during the year. For the year, students will be able to earn from one-fourth to one and one-half times the "normal" yearly number of credits. No grades will be given.

Administrator's note to Superintendent's office: I recommend approval of this proposal as written. There will be no extra cost involved for materials, equipment, or inservice. Please inform me if policy changes are not possible. D.M.W.

Proposal 2

TITLE:	Individualized Instruction for German 3	
SCHOOLS:	All five high schools	
TEACHERS:	The proposal is from Mr. Frank at "A" High. He has taught for four years. He has spent two summers and a school year in Germany. During the current year he has experimented with ways to vary instruction for third-year German. If approved as a district-wide program, seven other German teachers will be involved.	Proposed by one teacher, implied support from eight. Language and cultural background of Frank strong. No experience as project leader except in non-school related activities: clubs, armed forces. Leadership potential, as yet unproven.
PURPOSE:	This program will provide teachers with a variety of activities and materials needed to meet the linguistic and interest needs of third-year students. More than half of the third-year students are transfers from the junior high program. Almost all those students are studying German as a first foreign language, having started in grade 7. They have used a common text, but there are distinct differences in teaching styles and points of emphasis among the 15 junior high German teachers. Among the students who did not start in grade 7 are some who started in grade 9 and some in grade 10. A few started in grade 7, dropped out for a year or	Not very specific. A check with Frank and department chairman indicates that many materials were needed for the experimental work done this year. Good assessment of the problem.

two, and are reentering the program. Grade level range is from 10 to 12 and age level from 14 to 18. Content interests vary greatly. There is also a wide range in general academic and specific language learning abilities.

OBJECTIVES and related activities:

On the basis of tests normed at the district level, all students will show progress of at least one year in at least two of the four skill areas. Students may decide to emphasize only two rather than all four.	Frank was involved in norming the German tests.
Audio-comprehension: All students will participate in basic drill work needed for participation in routine class activities. Students interested in emphasizing audio-comprehension will have access to a wide range of recorded materials: records, tapes, and films. They will demonstrate their comprehension either through oral or written work as developed by the teacher.	Not clear as to source and cost of materials, need for equipment, logistic difficulties in checking student progress.
Speaking: All students will develop the proficiency needed for participation in routine class activities. Students interested in emphasizing speaking ability will participate in related activities: language lab drill work, conversation sessions with the teacher, with other students in the class, and with more advanced students. Informal activities (German table, field trips) will be planned.	How will the more advanced students be involved?
Reading: All students will develop a level of reading needed for participation in routine class activities. Students interested in emphasizing reading will select from graded materials selected by the teacher: newspaper and magazine articles, short stories, novels, plays, poetry, biography, travel, etc. The reading selection	Are the teachers competent to judge precise reading levels? Will they have time? Have they field-tested titles they are considering?

will depend on the student's individual level of competence and area of interest. Reading competence will be demonstrated through discussions with the teacher and bench mark exams prepared in advance.

Writing:
All students will develop a level of writing competence needed for participation in routine class activities. Students interested in developing writing skills in German will work through a programmed course of writing programmed by the teacher, then they will participate in activities of personal interest such as writing letters, writing news articles about school events, various types of writing assignments related to their reading, and creative writing. Understanding of German grammar will be related to the areas of skill development selected by students for special emphasis. Teachers will need some basic teaching materials to supplement those now in the schools. They will also develop their own teaching and testing materials.

What is meant here by "programmed"? Is any teacher trained to do such work?

What materials will be needed immediately? Will they be grammar books or programmed materials?

CREDIT AND GRADES: Students may earn as much credit as their time and ability allow. Credit will be on a contract basis with learning tasks developed to equal 1/10 of a year's credit. No letter grades will be involved.

Credit O.K.

Letter grade must be given.

MATERIALS: A committee of teachers will work during the summer to identify commercial materials and to prepare supplementary materials. It is estimated that about $300 will be needed for each class. Teachers have volunteered to develop teaching materials during weekends and the summer in order to be ready to start in all third-year classes in the summer.

Too much dependence on volunteer work, team effort, and teacher competence in materials development.

INSERVICE: The current German teaching staff can teach all the third-year classes. They will meet one afternoon a week, from 3:30 to 5:00, during April and May to develop plans for the development of programmed materials.

Administrator's note to Superintendent's office: After studying Mr. Frank's credentials, observing him in three classes, and meeting with the German teachers, I feel I cannot support this proposal for immediate implementation. Cost estimates are low or non-existent; experience limited in all areas of teaching and program development; implications for the district are far greater than assumed. On the other hand, I support strongly a pilot program to begin next year in "A" and "D" High Schools. Teachers in those schools have worked together this year. Costs for the pilot programs can be handled from building and special project funds. A side benefit will be the development of a strong young teacher, Mr. Frank. With more experience and training, he should be able to eventually develop a district-wide program as proposed. D.M.W.

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A contrast of these two program proposals will indicate the implications of which we were thinking as we developed the administrative checklist. Our "administrators" made what we feel are reasonable comments and recommendations. In other words, regardless of the potential of the second proposal - or perhaps because of its potential - we would not want to see it approved at the present time. Financial implications have not been adequately estimated. Teacher commitment is assumed, not assured. Teacher competence in the classroom in assumed, but competence to prepare materials, develop inservice training for themselves, work together as effective teams, accept the highly flexible goals as stated, and teach in a way quite different from what they have done before cannot be assumed.

These were hypothetical program proposals, but we know of programs now starting with goals and implications that are far more extensive than those of our second proposal, and with no more assurance of aid. For example, imagine a program for total individualization of first- and second-year Spanish in our hypothetical district. It would include fourteen junior highs and five high schools with 27 teachers. Major expenditures for materials and inservice training and a strong teacher commitment would be mandatory for success. Still, such a program is typical of some that have reached the implementation stage with no evidence of careful planning or administrative assurance of funds.

To summarize, we emphasize that we favor individualization of instruction. It has been our function to point out related administrative issues.

ADDITIONAL REMARKS AND DISCUSSION

Observer's Reaction:

There is a point which the panel has not touched: the question of teacher time and teacher pay for time spent in rewriting and preparing materials. I know dedicated teachers who balk at spending the whole summer without pay in rewriting and preparing materials.

Lester McKim:

To me a professional task is one for which a person gets paid, and I would feel much better depending upon teachers who were getting paid for their professional work than upon volunteer labor.

Carl Dellaccio:

In addition, administrators should not expect teachers to work after hours or on weekends or in marginal time to prepare materials. This is serious activity and should be built into the school day.

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John Bockman:

Those of us in the middle between teaching and administrating should perhaps give voice to the possibility that we ought not to be satisfied to remain within the constraints of present administrative structures. I feel that individualization could be catalytic in bringing forth a change. One way would be for French, German, Spanish and other language teachers to consider the possibility of differentiated staffing. Most communities have a great many allies who will help us, if we let them. Many of these people are not concerned about pay. We need to consider a systems approach in our individualized foreign language programs, i.e., a system of management whereby all the individuals in the system - teachers, students, native speakers in the community, student and practice teachers from the neighboring college, etc. - would work together to change the circumstances under which we teach today.

Hal Wingard:

People in our role as administrators can provide opportunities whereby teachers can collectively accomplish tasks which serve each of their needs. The checklist we have presented is awesomely negative;

few individuals could answer "yes" to each question. But we don't initiate programs all at one time; we begin with little pieces and build one at a time. We must be satisfied with building piecemeal. We can move in this direction by taking small steps and building upon them, and by using the collective resources we have available.

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Rebecca Valette:

I want to support the idea of an administrative checklist. If you think back to the 1950s, some dedicated teacher began to develop audio-lingual materials, and all of a sudden everyone felt a mandate to do this, with disastrous results. The same thing happened with FLES programs. If people jump into individualized instruction without some type of checklist, we will all be in a bad way five or ten years from now. This list needs to be widely disseminated and administrators encouraged to read it.

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Observer's Reaction:

How much time per student does a teacher have to spend in an individualized program? We usually have 120-150 students per day without a break. How many minutes per student would you recommend?

Carl Dellaccio:

We need to get clear the fact that individualized instruction does not have to mean one-to-one. Depending upon the circumstances, it could mean one to ten or even one to a hundred. But if instruction is custom-tailored to the needs of the group - despite its size - it would still be individualized instruction.

Lester McKim:

In my role as an administrator, I have a function which is frequently negative. Teachers come in enthusiastic about their plan to start an individualized program. It is my duty to make them think through the implications of their plan and to prevent them from jumping off the deep end in an effort to be "relevant." If a teacher responds that he doesn't have time to spend an hour and a half writing up a formal proposal, then by God that teacher does not have time to individualize his instruction.

THE ROLE OF "HARDWARE" IN INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION: PRESENT AND POTENTIAL

I. Position Paper: Elton Hocking
Department of Modern Languages
Purdue University

II. Reports and Recommendations of the Committee:

Elton Hocking, Chairman

James W. Dodge,
Director, Language Laboratory
University of Chicago

Harry S. Martin
Edina Senior High School
Edina, Minnesota

III. Audience Reactions and Comments

THE ROLE OF HARDWARE IN INDIVIDUALIZING INSTRUCTION

Elton Hocking
Purdue University

Obstacles to Machine-Guided Learning

Seventeen years ago, in the first edition of The National Interest and Foreign Languages, the late William Riley Parker remarked on "the humanist's distrust of the machine." Since then the many misfortunes of the language lab seem to have multiplied that distrust, which is unfortunately compounded with a kind of studied ignorance. The role of hardware in our profession appears to be diminishing.

Lest I seem to be exaggerating, let me mention a few examples:

1. Increasingly, language labs are being abandoned. The Pennsylvania Project demonstrated that they are frequently decrepit, or used in a way that is perfunctory and stultifying.
2. The NDEA Institutes were scarcely helpful in this connection, generally using the lab primarily to replay lectures. There was little instruction or practice in the use of this or other equipment. In my successive summers as inspector of Institutes for the USOE, I saw the overhead projector used only once.
3. Our annual pedagogical bibliography, published in FL Annals, excludes all recorded or filmed materials. The latter are found - and frequently not found - scattered through various A-V publications.
4. The Selective List of Materials has been defunct for almost ten years. Last year's Northeast Conference, entirely devoted to A-V, missed a golden opportunity to publish a supplementary list of A-V materials.
5. Our own journals generally neglect the subject. They do indeed publish occasional articles, but films and tapes are rarely reviewed, even when they accompany textbooks. For example, the 24 films for Modern Spanish have never been reviewed, or even mentioned in the publisher's advertising. The thirteen French cultural films by Scholastic Magazines, and the four by Holt, Rinehart, Winston have yet to be reviewed.

Possible Solutions

From all this, the "moral" or lesson is that our profession would seem to be at best uninterested in A-V instruction. We can't even be enticed by subsidies: compared to the amount of NDEA funds spent by science teachers, we used only a small fraction and we turned back millions of dollars to the federal treasury. Meanwhile two excellent French film series, Parlons Français and En France comme si vous y étiez, failed financially for lack of sales.

I conclude that, although hardware and its software should play

a significant role in our teaching, including individualized instruction, it will not do so unless we can "sell" the idea to influential teachers and trainers of teachers.

When reviewing the first decade of the FL Program of the MLA, John Diekhoff concluded that its most serious mistake was the failure to establish the demonstration centers which had been planned from the beginning. Similarly, the international conference on FL TV instruction, held a few years ago in Indiana, recommended the establishment of centers, but the funds were never found. (That conference, by the way, was funded by outside sources.) It would seem that the individualization of instruction needs demonstration centers or something of the sort. With the steady disappearance of university-sponsored "laboratory schools," innovative practices seem destined to remain isolated efforts. Published articles about them are not enough. The audiolingual approach was "sold" to our profession by the NDEA Institutes, which served as its demonstration centers. The language lab was sold by traveling salesmen.

Now that we no longer have the financial support of government and industry, our best salesmen would seem to be inexpensive short films or videotapes demonstrating the various techniques by which instruction can be individualized. Probably small grants would be available from government or the foundations - also from private industry in those cases (to be noted below) involving equipment and special materials. The films and tapes would be sent free for showings at our national and regional conventions, to teacher of "Methods" courses, and especially to the countless meetings of state organizations, AAT chapters, and local school groups. In this way the logistics of the NDEA would be reversed: the Institute would come to the teacher, in the form of audiovisual "mini-lessons."

Individualization by Machine

At first glance it may seem a contradiction in terms to speak of individualizing instruction by using a machine - sometimes ridiculed as the individual use of mass instruction. Such a view disregards the individual differences of the various listeners or viewers, many of whom sometimes wish, like the reader of a book, to stop and ponder, or to back up and review. Everybody should understand this principle of self-pacing, if not its many applications.

For example, certain instructional films could be adapted to individual use by being transferred to videotape, which permits self-pacing. I think of the filmed recitals of French verse arranged by Howard Nostrand and performed by a gifted French actor. Those excellent films make the poetry come alive, as printing cannot do. Lyric poetry in particular is essentially a performing art, by origin and by its very nature; to read it from a book is like reading the printed score of an opera.

Of course an uninterrupted performance, whether live or on film, contains too many details for the viewer to grasp all at once. The subtle interplay of kinesics and vocal interpretation can be appreciated

by the "foreigner" only if he can repeatedly pause, reflect, and replay at will. This example of self-pacing illustrates how the machine can provide individual help in literary appreciation. The same principle applies to any sound film worthy of detailed study, and likewise to any such audio recording.

A relatively recent development in audio recording can help to teach listening comprehension. Simon Belasco, Alfred Hayes and others have noted that the audiolingual approach has been much more lingual than audio, and they have advocated a program of "massive listening." No doubt they are right, but questions then arise: listening to what? and at what speed? Although full conversational speed is in theory desirable, even for beginners, in practice it bewilders and discourages the students. To them, the stream of speech "sounds like opening the faucet and hearing the water run." On the other hand, slowed-down speech is artificial and distorted.

A few years ago a California firm advertised a device which accelerates recorded speech without changing the vocal pitch. Very nice, but it costs almost $3000, and anyway we need <u>decelerated</u> speech. Now my colleagues in audiology and speech science tell me that it has become simple and inexpensive to program a small computer to re-record speech at various speeds, fast or slow, without altering the pitch. The applications for our purpose seem obvious: a chosen recording of native speech could at first be re-recorded at fairly slow speed, then at successively faster speeds; the new recordings could be duplicated in many copies and distributed widely, perhaps nationally. A series of such sequences should be helpful to all students and especially to those who are classified by some psychologists as "visiles" rather than "audiles." Individual differences could be accommodated by individual practice, as with all machine-mediated instruction.

Recent Developments in the Language Lab

A generally unrealized potential of the language lab is guidance in learning to read intelligently. (Indeed our profession has habitually disregarded the beginning student's reading technique; almost literally, we have thrown the book at him.) A fairly recent innovation is the carefully planned first reader in French by Hugh Campbell, published by Houghton-Mifflin. In this book occasional passages bear a mark indicating that they are recorded on the accompanying disc, which replaces the typical student's painful sub-vocalizing.

Similar recordings can of course be made on tape by any qualified teacher, but the oral introduction to reading seems to be generally unknown, or at least neglected. Yet it is one of the simplest uses of the language lab for individualizing instruction. In general, our use of the lab has been unimaginative and perfunctory.

Even the primitive, lockstep lab can give good results when the activities there are well-planned, supervised and regularly tested. The addition of a few self-contained booths makes possible individualized work, remedial or otherwise. A recent adjunct, very promising, is the

cassette recorder with newly-improved frequency response and a video screen. (A major conference on this instrument was held recently at New York University.) The possibilities for individual study are obvious, but as usual the necessary "software" for our students will probably follow longo intervallo.

The library-type lab makes possible a novel form of "individual" instruction on tape known as simulated tutoring. Introduced by George H. Brown, it has been considerably developed by Flint Smith of Purdue University. He records each tape during a genuine dialog with one of his students, whose responses, although not recorded, guide the progression of his "tutoring." For each textbook assignment he makes one such tape, promptly duplicated in a dozen copies and made available to all students in the language lab. Working there with the tape, the student has the illusion of individual one-to-one tutoring. Unless he is really brilliant, he finds the tape lesson a necessary prerequisite for the classroom session, consisting of drills and communication entirely in Spanish; thus the usual relation of classroom to lab is reversed. The good students appreciate the increased opportunities; the casual students complain, but their grades are improved: there are few grades of C, and the total number of D's and F's are exceeded by the number of B's. Nearly 600 Purdue students of beginning Spanish are now being "tutored" by one man.

Programming and Computer-Assisted Instruction

An outstanding exception to the generally mediocre record of programmed instruction in our field is Waldo Sweet's Artes Latinae. This programming, although linear, is made interesting by marginal illustrations and programmed tapes. The audiovisual materials - color filmstrips and movies - are brilliantly effective, conveying a deep sense of Roman life and culture. Some of these materials are for individual use. The impressive success of the program in the inner-core schools of Philadelphia and elsewhere is proof that truly superior materials, wisely used, can bring language to life - even a supposedly dead language.

Crowderian or "branching" programs, giving the student considerable latitude, are better adapted to individual differences than are linear programs, but they are even more difficult to devise. Nevertheless, Richard Barrutia makes a persuasive case for them,[1] and also for a radically modified tape recorder to accommodate them. But the cost of a language lab equipped with such machines would be prohibitive for most schools, and of course the programs themselves do not yet exist.

Individualized instruction via dial-access is now feasible, but the cost can be a deterrent. It appears that, unless the recordings for immediate use are duplicated in large numbers, many students find themselves "tuning in" to a program already in progress. This problem can be overcome, but the cost is prohibitive for most school systems.

Regarding costs, it may seem quixotic to prefer the million-dollar computer, which has generally been considered as the ideal. Recent

developments, however, have drastically improved the prospect. At the University of Illinois the fourth-generation PLATO installation is proceeding on schedule, and the directors estimate that early in this decade the hourly cost for individual instruction will be less than 35 cents per student contact hour. This figure compares favorably with instructional costs at any grade level and would represent only a fraction (15 to 25 percent) of similar costs at the college level.

Foreign language instruction via PLATO began three years ago. In this program Latin, French, French phonetics, and Russian are now being taught, and an attitude survey of the students has yielded gratifying results. Much of the FL instruction is planned and taught by Professor Keith Myers, who has described the programs in Science (20 March 1970, pp. 1582-1590) and in NALLD Journal (May 1970, pp. 57-62).

One must be impressed by the almost incredible capabilities of this "computer-tutor...with audio-visual-lingual display facilities programmed for stimulus-response-feedback-correction..." For example, Mr. Myers told me that in a recent examination in phonetics the computer was programmed to ask (in French) and to handle satisfactorily his students' various answers to the question: "Why are fricatives classified as continuants and yet not classified as resonants?"

It seems clear that the computer is coming to us sooner than expected, is much less expensive than we feared, and more capable than anyone dreamed. It gives great promise of individualized and expert instruction in many subjects, not only on our campuses but also in remote and impoverished small schools where instruction is frequently inadequate or non-existent.

Mr. Myers reminds us that there is a qualitative difference between interpersonal transactions and those between man and machine. I conclude that even though the computer will not, as someone claims, engage us in Socratic dialog, we shall, with project PLATO, approach the Platonic ideal.

REFERENCES

[1]Barrutia, Richard. "A Suggested Automated Branch Program for Foreign Languages, " Hispania 47 (May, 1964): 342-350. See also the more recent article by Barrutia in Hispania 53:3 (September, 1970): 361-371.

REPORTS AND RECOMMENDATIONS:

COMMITTEE ON

THE ROLE OF MEDIA IN INDIVIDUALIZED INSTRUCTION

COMMITTEE MEMBERS:

Elton Hocking, Purdue University
James W. Dodge, University of Chicago
Harry Martin, Edina (Minnesota) Public Schools

Completely individualized instruction exists only when there is a custom-tailored relationship either between the student and his teacher or between the student and a machine which has been programmed to meet the student's needs. Individualized learning, on the other hand, can exist in compromise situations such as small-group instruction or self-paced learning of a standard "program."

Equipment, or "hardware," can - with the appropriate "software" - do much to simulate a one-to-one situation. It can also prevent the usual inefficiency of the learner's home study, thus enabling his structured class time to be devoted to interactive performance - an aspect of learning not yet fully attained by the use of equipment.

A device for approximating such performance is known as the audio-tutorial technique, now used successfully in biology and other subjects as well as foreign language instruction. For each assignment, this technique utilizes one or more prerecorded tapes which provide concepts and instruction in addition to drill. This is accomplished by having students participate in the making of the tapes, thus achieving a simulated teacher-in-the-classroom situation. Such tapes provide instruction and insights, rather than rote-learning; moreover, they are realistically attuned to typical student pauses and reactions, in contrast to conventional drill tapes which rely on arbitrary guesses about the expected responses of a faceless audience. On the other hand, it must be admitted that audio-tutorial tapes are far more time-consuming to produce.

The production of such a tape requires that the teacher sit on one side of a soundproof window facing one or more students (whose selection, of course, determines the level of learning for that tape), each speaking into a microphone and hearing each other through connected headsets; only the teacher's voice, however, is being recorded. The teacher thus conducts a "class session" with the student(s) in view, their questions or responses guiding his pace, pauses, repetitions, etc.; the tape, meanwhile, records only silence during the time they are responding. When completed, the tapes are duplicated in many copies, and made available for individual use in the library-type

laboratory or at home.[1]

A similar use of equipment in simulating a one-to-one learning situation is the prospective role of television or video players located in the home or school building. It is anticipated that such machines will be available on the American market late in 1971 or shortly later. They are planned to provide color video replay through a conventional television set for between $600 and $800; the price will most likely be only half of that by the end of this decade.

Another type of equipment for the student working individually is the remote telephone connection to audio players. Such installations, however, are feasible only when student demand is very large and tight controls are possible over the audio quality of the telephone lines. Such conditions exist in very few instances; the lack of them probably accounts for much of the frustration accompanying some dial-access facilities.

Tape cassettes, although similar to the conventional tape recorders, provide the advantages of lower price, light weight, ease of use and increasing acceptance as a device that is commonly found in the students' homes. These home entertainment machines, however, may be of inferior quality. Those purchased for school use should be of greater ruggedness, with more than one motor, and of a known and reliable make, in order to minimize the noise produced at the very slow recording speed. Superior electronics and first-quality tape will help to reproduce clearly the most critical sounds, such as the fricatives and spirants.

A recent development, known as the Dolby system, reduces background noise to the extent achieved by a reel-to-reel recorder operating at 3-3/4 inches per second. Even more recent is a cassette tape with a guaranteed capacity of frequency response to 16,000 cycles. Cassette machines can serve to activate visuals by using slide-tape synchronizing features, and they can also control 8 mm film projectors. Doubtless the video cassettes will do likewise.

The use of authentic visuals can provide the "silent language" which is an integral part of interpersonal communication. Visual materials can also put the foreign cultural referents in sight of the learner, enabling him to distinquish among, for example, house, maison and casa or even among pain, Wonder Bread and matzoh. Such authentic visual referents prevent students from subvisualizing the foreign culture in terms of his American experience.

Today's students are more interested in the contemporary foreign culture and its youth than they are in the foreign language itself. By the term "contemporary foreign culture" is meant the youth culture and its relationship to the established society. As a result, there exists an urgent need for a direct and continuing supply of off-the-air samples from the daily fare provided by radio and TV programs abroad. Examples of useful programs might be: man-in-the-street inter-

views on today's controversial issues, and likewise commercials, sports reporting,and popular music. Such materials must be selected and provided by American foreign language teachers familiar with the interests of their students. Since such broadcasts are as topical as they are compelling in interest, a continuous flow of them must be assured. Such a service could be provided only by a national professional society, endowed with sensitivity to youthful concerns and with awareness of its responsibility to our profession. By regularly announcing each new batch of such materials, the society could revitalize our costly but neglected equipment while serving the needs of teachers and the concerns of students.

Another responsibility of our professional leadership is to prevent the wasteful duplication of effort, money (and errors!) which has already characterized individual efforts in producing materials and equipment for instructional television, for the classroom, and for the language laboratory. Professional leadership should be exercised in the following ways:

1. Periodically compilating and disseminating specific information about federal, state, and private funds available to our profession. Such funds vary from time to time, from state to state, and also according to local interpretations of acceptable programs and the expertise of the formal application. (Presently some funds are variously available from EPDA, ESEA, and even NDEA).

2. Establishing and publishing (in the language of the layman as well as the language of the expert) desirable technical and operational standards for equipment, whether the modified old or the truly new. Our profession should cease to be at the mercy of the market place.

3. Providing simple expository interpretations of educational research pertaining to the use of computer-assisted instruction and other instrumental aids to learning. Our professional journals have devoted scores of pages to the reproduction of statistical analysis and tables which are meaningless to all but the most sophisticated specialist. The technical information should, however, be made available to individuals upon application to the authors.

The best examples of individualized instruction will benefit us and our students only to the extent that they are brought to the eyes and ears of our profession. Although theoretically desirable, demonstration projects inevitably remain local projects. The mountain must be brought to Mohammed in the form of audio-visual presentations on film. Here again it should be the responsibility of our national organization to subsidize the filming and dissemination of such demonstrations. Teacher education cannot live by print alone.

A generation ago a good radio program was "wide screen and in full

color" to its listeners, but today's visually dependent generation requires that even a musical performance be seen in order to be heard. The concept of a language laboratory as a mere sound-room is therefore archaic. Moreover, the local, self-contained language laboratory is becoming obsolescent. The computer-assisted instruction system known as PLATO at the University of Illinois in Urbana anticipates having within a few years 4000 remote audio-visual terminals at a cost of only 35¢ per student hour - a mere fraction of the current cost of operating our language laboratories. A few successful computer-assisted instruction programs used independently by dozens of computers, serving hundreds of schools, involving various academic subjects, will provide to countless students the twin benefits of advanced technology and multi-sensory learning, thus fulfilling the promise of individualized instruction.

REFERENCES

[1]The above description of audio-tutorial instruction owes much to Purdue's Professor W. Flint Smith, a leading advocate and practitioner of this technique. For a more detailed exposition, readers are referred to his chapter (especially pp. 215-221) of Britannica Review of Foreign Language Education, Volume 2, in which he acknowledges his debt to the paper by George H. Brown.

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Ted Mueller:

I would like to draw your attention to a recent cassette device which is called the Audio Frame System and which advances the tape automatically only after a student has made his response. In other words, even the pause between teacher talk and student response can be individualized with this machine.

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Observer's Reaction:

I would like to reinforce your statement of the need to establish normed standards for equipment. We have been purchasing foreign-made equipment and are finding that it is not compatible with our own. How can this problem be solved?

Elton Hocking:

It is our intention to anticipate and prevent this sort of problem by devising and disseminating technical standards which would be acceptable and known to the profession.

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Rebecca Valette:

May I suggest another use for cassettes, namely, in the teaching of writing at the interaction level. A teacher can take a student's composition and orally record his corrections in the foreign language onto a cassette. The student thereby receives listening practice, highly individualized grammar corrections, and help in expressing himself in writing.

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Wilga Rivers:

May I urge that we push for more research assistants to work with the computer-assisted and computer-based programs in foreign languages such as that provided by PLATO at the University of Illinois. The

potential of CAI in foreign language teaching is enormous. If we don't get language people involved, the task will be taken over by outsiders who think it is easy to program English translations of foreign language materials.

PROBLEMS IN TESTING, GRADING AND ISSUING CREDITS

I. Position Paper: Gerald E. Logan,
Chairman, Department of Foreign Languages
Live Oak High School
Morgan Hill, California

II. Reports and Recommendations of the Committee:

Gerald E. Logan, Chairman

Bela Banathy
Far West Laboratory for Educational
Research and Development
Berkeley, California

Rebecca M. Valette,
Director, Language Laboratory
Boston College

III. Audience Reactions and Comments

TESTING, GRADING, AND ISSUING CREDITS IN AN INDIVIDUALIZED FOREIGN LANGUAGE PROGRAM

Gerald E. Logan
Live Oak High School, Morgan Hill, California

Individualized foreign language instruction is not some magic potion, not some remedy that one can buy or possess or install or distribute, and which, once in hand, automatically produces students with greatly improved foreign language skills. Teachers should beware of any such claims, or beware of themselves if they are looking for such a solution to their problems. The recent past should be enough of a warning to the panacea-seekers. The audio-lingual approach was seen by many as such a magic solution. Just buy the materials and somehow, once in the hands of the students, they would do the trick. The language lab craze was another such solution. Even if one wasn't a very good teacher or didn't know the language well, one had merely to harness the students to their stalls and push the buttons, and deficiencies would be masked and one's students would come out speaking like natives. Most teachers weren't expecting such easy solutions, but far too many were. So, too, with individualized instruction.

When one has "installed" individualized foreign language instruction, one has really only set up certain learning conditions. No matter how complex and complete the "program" is, it represents only learning potential, as do the audio-lingual materials and the language lab and any other approaches or materials. It takes skilled teachers to make these things work effectively and to realize whatever potential may be there.

A very important key to effective use of any materials or conditions is adapting them to meet the needs of particular groups or individuals so that the desired outcome is attained. And the key to determining whether this is happening or not is evaluation--evaluation of students, and thus evaluation of the effectiveness of the whole learning process. All of this presupposes a skilled evaluator, and one who can apply the results of his evaluating by making appropriate changes in the learning conditions.

Any recommendations from the Conference which concern evaluation must therefore involve the following:

1. What are the outcomes from foreign language learning that can be measured? The cognitive domain should not be the only area considered.
2. How can we use a system of evaluation to determine the effectiveness of the program? (We usually use it to determine the performance of the student, not facing the fact squarely that student performance is directly related to "program performance.")

3. Is evaluation to be conducted only in the form of "tests," or are there also other ways to assess outcome? And what are the mechanics for carrying out such assessments?
4. How are we going to face the traditional grading and credit system, which is not harmonious with the rationale for individualized instruction? The answer to this problem can be quite crucial if the grading system is meant to enhance the learning process rather than to work against it.

In considering these points. may we make a special plea to the group or committee to view evaluation and reporting as a "feedback process" for continuous improvement, rather than as the "last word" about a program or student.

REPORTS AND RECOMMENDATIONS:

COMMITTEE ON

EVALUATION IN INDIVIDUALIZED INSTRUCTION

COMMITTEE MEMBERS:

Bela Banathy, Far West Laboratory for Educational Research & Development
Gerald E. Logan, Live Oak High School, Morgan Hill, California
Rebecca M. Valette, Boston College, Chestnut Hill, Massachusetts

The main thrust of individualized instruction is toward providing the student with a learning environment which is responsive to his learning goals, interests, learning rate, learning style and learning mode. Evaluation of individualized instruction probes into the adequacy of the "responsiveness" of the learning environment, and it provides information to the learner which can assist him in his progress toward his goals.

In developing a guide to the evaluation of individualized instruction, we have asked the following questions:

1. Why should we evaluate?
2. What should be evaluated?
3. What type of evaluation should we use?
4. How do we carry out evaluation?
5. How do we report the outcomes of evaluation?

Purpose: Why Should We Evaluate?

The overall purpose of evaluation in individualized instruction is twofold:

A. We need to provide information to the student on his progress through a particular program. The immediate intent is to diagnose learning difficulties and thereby assist the student in overcoming such difficulties or in setting new and more appropriate goals.

B. We must constantly assess the program in order to ascertain its continuing suitability for individual needs, since, if we are truly concerned with the individuals in our programs, we must guard against bending the student to fit a pre-conceived program. Instead, the program must be adjusted to fit the requirements of the individuals choosing it for their varying purposes.

Domains of Evaluation: What Should Be Evaluated?

We have identified three main domains: program selection and placement, subject-matter achievement, and attitude.

A. If the needs of individual students are to be met, there must be some means of assessing each student's interests, aptitudes, and

goals so that he can be placed on the proper learning track, or so that a unique course can be tailored for him. (In most programs a particular track or choice of programs or courses will be all that is available.) If the student has had previous training in the language, some means of determining exactly where he should enter a particular course must be provided.

B. In reference to subject-matter achievement, it is useful to have available some kind of taxonomy. We have identified four levels, and we present them here as a hierarchical classification from simpler to more complex. (We recognize the fact that in certain learning approaches these levels are not separated from each other, or if they are, that they are not treated necessarily in this order.)

Level 1: Mechanical skills (pronounciation, spelling, etc.)
Level 2: Knowledge (of vocabulary, grammatical forms, structures, memorized lines, etc.)
Level 3: Transfer or Application (of the above to new situations, e.g., recombined materials, new patterns, completion exercises, directed dialog, etc.)
Level 4: Communication (using the language to express one's own ideas and to understand the ideas of others)

C. In the domain of student attitudes we will wish to determine the student's attitude toward the program in particular and to foreign language learning in general. What is his attitude toward other cultures, peoples, value systems? The degree of positive or negative reaction to such questions may be considered a function of the performance of the course. (i.e., a "good" course should foster positive attitudes, whereas a course to which students react negatively is somehow a "failure.")

SPECIAL NOTE OF CAUTION: In the taxonomy above, levels 1-3 may be assessed in terms of right and wrong answers, and outcomes may be stated in percent of mastery. Level 4 requires open-ended objectives, e.g., has communication taken place? Teachers - and publishers too - frequently become more fascinated with the mechanics of evaluation than they do with the real effect of their teaching or testing of the student's ability to communicate, and to receive communication, in the foreign language. Such fascination too often leads to emphasis on the easily measurable, to an unbalanced involvement with the component skills in language learning instead of to more involvement with actual communication ability. The new result then becomes a dehumanizing concentration on being "objective," and consequently on reducing language to a process of pattern drilling, conjugating, dictation drilling, vocabulary matching, or - even worse - to recognition only of the correct forms in such a process. A current trend is "accountability" through "behavioral objectives." This trend can work to the advantage of good language instruction if we make certain that the objectives for which we are held responsible are the real goals of language learning, and that we do not get bogged down disproportionately in the simpler measurements of the component skills. Teachers must not only take the lead in asserting these objectives if they don't want some sort of "numbers game" foisted upon them, but they must also make certain that attitudinal and cultural objectives are an integral part

of their complex of desired outcomes, and that these can be stated in humane, and yet measureable terms.

Mode: What Type of Evaluation Should We Use?

"Testing" can be any activity, oral or written, for which the evaluator (who may even be the student himself) has in mind a clear set of performance indicators or behaviors which demonstrate to him attainment, or lack of attainment, of certain specified objectives, and for which he has certain units of measure and certain performance standards by which he can determine to what degree the performer has attained these objectives. Applying these to individuals is no great adjustment for any teacher to make. The mechanics and the time involved may, however, provide problems for a teacher trying to individualize his program.

Individual modes of learning require individualized modes of evaluation (i.e., pencil and paper, checklist, interviews, observation, interaction analysis, taped tests, etc.). In reference to the three domains of evaluation listed previously:

A. The initial assessment of a new student can be accomplished in several ways. An interview can be used to determine what the student's goals and interests are. If tracks and courses are available to suit varying learning modes, an aptitude test may be used to help diagnose the most effective mode for that particular student. If the student has had previous preparation or experience in the language, we need, in addition to the above, some sort of placement test to determine at exactly what point he might best enter the program. He should not be placed at a point which assumes knowledge and skills he does not possess, nor should he be forced into unnecessary repetition of already mastered material.

B. Subject-matter tests to assess the progress of the student should be appropriate to the student and his goals. For example, if a particular student is to be evaluated on material he is reading, several options are open: he may be tested via oral interview, written questions, checklists, multiple-choice items, etc. The form of the test would depend on his desires or language needs.

C. Student attitudes can be assessed by various indicators. We may use attitude surveys, of course, but the most reliable indicators will be student performance. Do students achieve their goals? What is the attrition rate? If attendance is not required, what proportion of the students regularly come to class?

Implementation: How Do We Carry Out Evaluation?

Basically the how and when of evaluation are determined by student need.

A. In placing students in the language program we may employ an initial interview. If the student has had previous experience in the language we need to have tests available which are geared to the courses or tracks available so that we can place him most effectively--for him. Such testing and counseling is continuous, however. Perform-

ance often indicates need for re-evaluation and re-channeling into different courses, levels, or modes of learning.

B. The following factors have been found to contribute greatly toward successful measurement of subject-matter goals:

1. Clear (to the teacher and to the student) sets of objectives and sets of activities for reaching these objectives. This will save much time in premature evaluation and in tying up the teacher with having to give too many individual expanations and clarifications as to just what the student is supposed to be doing.
2. Frequent individual evaluation. The student wants and deserves frequent feedback as to his progress. Long periods of time between evaluations, especially where the student then finds that he has been working ineffectively for this period of time, can be very frustrating to him.
3. The use of paraprofessionals or of student aides to make feasible as much individualization, tutoring and testing as is necessary.
4. The use of pretests for assessing a student's status before he attempts an activity. Such pretests alert students and teachers to those areas which the student already knows and to those areas in which he is weak, but which are prerequisite to success in the activities about to be undertaken.
5. Practice tests or self-tests so that students can assess or attempt to assess their own performance before appearing for evaluation with their teacher or an aide and demanding their valuable time unnecessarily.
6. Evaluation feedback which is as immediate as possible, and no penalty, other than the loss of time, for a poor evaluation. The student is then directed to more study and practice leading to a repeat evaluation.
7. The use of small conversation group activity for the evaluation of "functionability" - the ability of a student to solve a language problem by being put into a situation in which he should be able to function adequately with his limited vocabulary and structural mastery. This activity can consist of highly structured dialogues or conversation, narrative paraphrases, role playing using pictures, free conversation, etc.
8. In all cases any type of evaluation must be readily available to the student when he is ready for it. Testing points emerge from three sources: the student, who is most aware of the need for assessment during his learning process; the teacher, who detects a change in performance or an abnormally long time since the last evaluation; the materials, which call for the student to report for evaluation at appropriate places at the end of various activities and units of work.

C. In addition to the previously mentioned indicators of student attitude, constant observation and awareness of what is happening in the classroom or learning center is essential. The teacher can thus

engage in a constant evaluation of the program and discover trouble spots and remedy problems before they become serious. The attitude of the student toward the culture and the people the language represents is also a reliable indicator and can be assessed by observing and evaluating comments the student makes about the foreign culture and the people who speak the language. In fact, all behavior indicators expressing acceptance or rejection, identification or dislike of any aspect of the program or what it represents serve to evaluate the program.

Reporting: How Do We Report the Outcomes of Student Evaluation?

Once we have decided on the goals and a method of evaluation of the student's progress toward attainment of these goals, we are faced with another problem: reporting our evaluation. Again, our inherited reporting system seems to have been designed (as have our teaching methods) not for helping the individual student to reach his maximum potential in a particular activity, but to identify the elite and to punish those in some way who do not or can not conform to a pre-defined set of standards.

Practical considerations lead us to believe that foreign language teachers are not going to be able to "buck the system" alone, and that in the immediate future at least, they will have to be concerned with grades and units of credit.

A. The usual concept that the units of credit and the time in a "course" are fixed, and that the grade is flexible, does not lend itself to the evaluation of individuals who are proceeding at their own rate, either along a common path of learning or along individual paths, and who must reach a certain level of achievement (minimum performance criteria) before proceeding.

If we use the traditional system, we face a dilemma. If all students have achieved a performance level of 90% accuracy (or even 100% in some programs), should they not all receive A or B grades? And if everyone gets grades of A or B, how does one, given the present two-coordinate system of evaluation, distinguish between students who finish half a course in a year's time and those who complete two full courses or levels in a year's time?

B. Many schools offering individualized instruction have taken an obvious solution. They have made units of credit the variable by equating progress or achievement or work done with units of credit. The units of credit awarded per semester or per year are determined by the amount of work done or level achieved by the individual student during the time covered by the report. Thus credits earned are based on achievement rather than on "time served" (even though this achievement may in turn be based, for determining units of credit, on an average time or number of "hours" students usually take to reach this point.) In those areas where awarding variable or partial credits is not presently possible, grades and credits are often simply "withheld"

and not reported until the student has earned the "normal" number of units of credit.

C. A course with variable credits and no C, D, or F grades may sound like a course without failure, but not all students will see it this way. Some students will want the "normal" number of units of credit for such a full-time course, and will consider anything less than this a form of failure (or their parents may). At least two solutions to this particular problem are currently in effect at the secondary level:

1. Alternate courses, more in keeping with a particular student's abilities, interests, or best learning mode, are provided. The purpose here is to provide a type of program which motivates the student to achieve more.
2. Less demanding courses are provided. They generate full credit toward graduation if completed, but do not count as "college preparatory" credits designed to meet FL entrance requirements of colleges or universities. Courses offered in such a program are labeled H.S. Credit or C.P. Credit.

SPECIAL NOTE: Immediately the spectre of "Standards" raises its threatening head when any of the above credit and grading systems are discussed. "I wouldn't dream of watering down my course." "I have strict standards and I expect my students to conform to them." "I don't give in to student weaknesses or demands." "Life is a constant competition and sifting out of the best." These are some of the comments heard in discussions concerning the grading of students.

Such concerns are not even a small problem to teachers actually engaged in individualized programs. The so-called elite are turned free to accomplish much more than they would have in a traditional class, and they reach these high levels of achievement not at the expense of the students who aren't in the same category, but who like and benefit just as much in their own way from FL study.

One might also challenge the critic to define the term "standards." Is training and sifting a group of 10 fourth-year students out of a first year class of 100 eager beginners (90 having dropped out over the four years) to score 700 or better on the College Board Achievement Tests in FL a higher standard than taking 80 of these beginners as far as they could go individually during four years? Is setting an arbitrary level for all students to reach in a predetermined time period a higher standard than demanding that all students achieve a level of 90% (or 95% or 100%), no matter how long it might take them? And should "standards" be national, local, or individual? The scope of this report does not allow for real probing into this subject, but let it be known that the concept of "standards" needs as much scrutiny as do all the other "time-honored" myths, sacred cows and shibboleths of education.

Recommendations

The following recommendations are drawn from the above consider-

ations:

1. That evaluation of students be used to assist each student to reach his maximum potential in the language. This may mean periodic changes of materials, approach, goals, etc. for certain individuals. It may also mean different types of tests - even on the same material - for different (types of) students.

2. That testing or evaluation not be limited to the easily measured component skills in language programs, but that it focus also on communicative competence to a great extent, and on affective considerations.

3. That the mechanics of an individualized program be such as to provide as frequent and as immediate feedback as possible (practice tests, pretests, aides, etc.) to students in the program.

4. That evaluation take place (and indeed, that individualization take place) only when the teacher has managed the proper psychological orientation and has determined his priorities. Is he willing to allow a great variety of different objectives to meet the needs and interests of a maximum number of students, or is he more committed to a sifting-out-of-the-elite process? Are his tests going to be designed to serve the student and to show him when he has attained certain goals, or what he has yet to do to attain them; or are they to be intelligence tests for identifying the academically talented, and for eliminating the rest from further participation?

5. That some other means than the usual bell curve be employed to report the results of an individual's progress or status at a particular point. If his individualization is truly unique, that is, more than merely a matter of learning rate, it is not logical to try to compare any student to others as a means of reporting his progress.

6. That credits for a course be equated with achievement level reached in relation to end goals rather than to "time served."

ADDITIONAL REMARKS AND DISCUSSION

Observer's Reaction:

If you are making up a test for an individualized program in German, for example, do all the German teachers in the school contribute to the test or is the test composed solely by the individual teacher whose students will be using it?

Rebecca Valette:

This changes from school to school. In some schools only one teacher on the staff decides to individualize instruction and may single-handedly have to make up dozens or hundreds of tests for the students in his or her own program.

Gerald Logan:

The most time-consuming and common testing is on-the-spot testing, when a student comes up and you discover a weakness in his learning. Here, the better you know your subject-matter and your students, the better you can employ this type of testing. Giving this on-the-spot analysis is what I consider my role to be as the expert on the teaching team. Aides and others can give tests which have already been made up.

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Elna Carroll:

I do not endorse the idea of partial credit, but prefer to give full credit to any student who performs to the best of his ability, as evidenced by his application to his task. I like to use the following analogy in explaining my philosophy: If two people are told to cover as many miles as they can in one day, and both of them sincerely attempt to do this with no wasting of time for other than necessities, would it be just and logical to say that the man who drove a high-powered modern Cadillac deserves more credit for accomplishment than the one who had to use an antiquated Model T? I think not. Further, I believe that the very essence of individualized instruction lies in offering to each student the opportunity to learn at his own rate without jeopardizing his right to receive credit for the time spent. Naturally, this does not mean that the student will receive full credit if he does not make a consistent effort. There is a burden of responsibility on the part of student and teacher to see that he does work consistently. If he does not, then he should receive no credit at all, or perhaps partial credit. But, I strongly oppose denying full credit to a student who

applies himself rigorously but who has learning problems which make his learning progress slower than the usual. Further, because colleges which still have entrance requirements in language state only that a student must have two years of a language, I do not feel that we should differentiate between college preparatory and non-college preparatory courses in granting credits. My desire is to make language learning available to all who want to learn and not to present an individualized learning program which is prejudiced from the start in favor of the fast learner.

IMPLICATIONS OF INDIVIDUALIZED INSTRUCTION FOR BILINGUAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND ENGLISH AS A SECOND DIALECT

I. Position Paper: Manuel T. Pacheco
College of Education
Florida State University

II. Reports and Recommendations of the Committee:

Manuel T. Pacheco, Chairman

Andrew D. Cohen
Committee on Linguistics
Stanford University

Jacob Ornstein
Department of Modern Languages
University of Texas at El Paso

Bernard Spolsky
Program in Linguistics and Language Pedagogy
University of New Mexico

III. Audience Reactions and Comments

SOME IMPLICATIONS OF INDIVIDUALIZED INSTRUCTION FOR BILINGUAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND ENGLISH AS A SECOND DIALECT

Manuel T. Pacheco
Florida State University

In a conference devoted primarily to individualizing foreign language instruction, it is desirable to make a distinction between foreign language instruction and bilingual education, English as a Second Language (ESL) and English as a Second Dialect (ESD) before identifying some of the implications of individualized instruction for bilingual education, ESL and ESD.

Bilingual Education

In foreign language instruction, language is a subject to be studied. In bilingual education, the non-English language is not a foreign language nor even a second language - except for the native speaker of English in a mixed class - since it is the non-English speaking child's first language and, according to Andersson (2) "the medium through which he learns everything in the early stages." In a bilingual education program, language becomes a medium for learning and for participating in group activities and not so much a subject to be studied. English as a Second Language is usually one of the components in a bilingual education program and as such is a subject to be studied in order to improve the non-English speaking student's competence in English. As interpreted today, bilingual education programs are designed to meet the special educational needs of children who have limited English speaking ability as a result of coming to school from environments where the dominant language is other than English,by providing at least a part of the instruction in the children's native or dominant language.

English as a Second Language

English may also be taught as a second language to children whose dominant language is not English to enable them to move as rapidly as possible into the normal stream of the school program where a bilingual education program does not exist. Sometimes this type of program is used to meet promotional requirements for English as an academic subject per se.

English as a Second Dialect

Other programs of English as a second language sometimes include English as a Second Dialect. These are usually provided for speakers of English whose mode of expression varies substantially from the dialect commonly referred to as Standard English.

Individualized Instruction

All children who go to school exhibit differences in talents and aptitudes, in interests and motives, in habits and response styles, and in emotional needs and weaknesses. In addition, non-English speaking children exhibit differences brought about because of their membership in a minority socio-cultural group. The recent trend toward individualized instruction is an attempt to cope with the individual differences which children take to school. Consequently, if individualized instruction is appropriate for children in a unilingual and culturally homogeneous school setting, it should be at least as appropriate in a school where there is a significant number of non-English speakers and where the differences are more numerous and of such a nature that they are serious deterrents to conceptual development and success in school. The fact that many children in many parts of the United States go to a school that teaches them in English even though they have little or no knowledge of the language, and are expected to function in accordance with cultural standards which neither they nor their families understand, with the end results being continuous failure and frustration on the part of the student, demonstrates the need for special educational programs that recognize both the linguistic and personal differences of these children.

Recognizing that special problems exist and providing instructional programs to deal with them are the first steps in individualization. While it is desirable that goals and objectives be developed for different geographic areas and different schools, guidelines of a general nature for planning can be provided. The approach used in "Managing Change" in The Student's World is the World: New Dimensions in the Teaching of FLES (1) suggests one way for planning FLES programs which might be recommended for individualizing bilingual education programs. Briefly, the approach as adapted for bilingual education is to determine:

1. What are the present objectives of the school program?
2. What are the needs of the student population we are trying to reach?
3. What is the overall school design and teaching philosophy?
4. What kinds of content and what instructional strategies are the subject matter areas employing in their efforts to fit into a total curriculum responsive to student needs?
5. What kinds of learnings best relate to student needs and/or complement and reinforce his other learnings?
6. What kinds of bilingual education programs, incorporating the identified learnings, must be designed to be well integrated into the total curriculum?

Having answered the above questions, the persons responsible for developing the program can then begin to specify objectives, identify and/or develop evaluative and diagnostic instruments, prepare materials and train instructional personnel.

Evaluation

In individualizing instruction, there are several alterations in instructional procedures which must be made. A shift from relative evaluation standards toward more absolute standards is imperative. They must be absolute in that each student is expected to meet all or nearly all the specified objectives. No longer can there be relative standards by which the same objectives are specified for every student even though every student is not required to meet all the objectives. With an absolute standard, the student is not permitted to proceed to a higher level until all the criteria specified at the lower level have been met.

The absolute standard of proficiency in turn requires a change in grading policy since the student is not permitted to fail. He is expected to answer a high percentage of the test items correctly in order to pass to a higher level since the failure to do so indicates that the student has not met all the objectives.

Placement

Another area of concern is the placement of students. A teacher who individualizes instruction will have learners working at different stages and at different rates. This implies that we must have a method of determining what each learner has already achieved in his learning sequence so that he can move on to the next appropriate task. There is a need for instruments that will determine the "subject matter" proficiency of the learner as well as his linguistic proficiency in English and in the non-English language in order to screen for placement and to evaluate the progress of the learner.

Materials

The need for development of materials for teaching English as well as for teaching the subject matter in the non-English and English languages needs to be pointed out also. Knowledge of the contrasts between the two linguistic systems and the value systems of the two culture groups are primary qualifications for developers of materials so that the products are sequenced in such a way that students will learn the language and the subject matter in incremental steps. Students must be allowed to master simpler component learnings before attempting to achieve complex learnings. This implies that subject matter materials must be sequenced both from the linguistic and content points of view. We must therefore encourage the initiation and continuation of projects which are gathering and classifying language characteristics of the target student populations.

Staff Development

Since the teacher and his aides are the only people in a position to collect information about individual students and their interaction with the media used for instruction,and the only ones able to identify, assign and, in many instances, produce materials which are appropriate for individual needs, goals and abilities, appropriate training must

be provided so that all these aspects of the instructional process can be done effectively.

The fact that bilingual education, ESL and ESD programs have rapidly increased in number has led to a great demand for trained teachers, but there is still little in the way of guidance for determining exactly what needs to be included in such training and even less on training for individualizing instruction in such programs. Desirable criteria for teacher performance and teacher training must be developed. The attempt to train teachers in individualizing the elementary school curriculum can provide some guidance in efforts to develop our own programs in teacher training.

Summary

If individualized instruction is an effective and efficient form of unilingual instruction, it will be an effective and efficient form of instruction where two languages are involved, provided that:

1. We are able to determine the goals, needs and abilities of the students who are to be taught;
2. We are able to develop appropriately sequenced materials and valid assessment measures; and
3. We are able to train teachers to implement an individualized bilingual education, ESL or ESD program.

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REPORTS AND RECOMMENDATIONS:

COMMITTEE ON

INDIVIDUALIZING BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE

COMMITTEE MEMBERS:

Andrew Cohen, Stanford University
Jacob Ornstein, University of Texas at El Paso
Manuel T. Pacheco, Florida State University
Bernard Spolsky, University of New Mexico

In conventional FL programs there is usually a series of aims. They may include the following: preparation for studying the literature, gaining cultural awareness, travel abroad, occupational advantage, and preparation for using the language as a medium of instruction. In the bilingual classroom and in the ESL classroom the chief aim must be teaching the language so that it can be used as the medium of instruction and communication.

In order to accomplish the aim of using one or more languages as languages of instruction, we feel that it is imperative to look at the student with respect to the sociolinguistic community in which he lives. Thus there is a need for a description of the community.

This report will therefore focus prime attention of the needs of gaining an understanding of the community before attempting to teach the child. We feel that it is meaningless to speak of individualization of instruction without prior knowledge of the community. Our working definition of individualization will be an outgrowth of prior understanding of the community.

First, the sociolinguistic characteristics of the community must be determined. Second, the linguistic and cultural preferences of the community must be determined. Third, the appropriate models of bilingual or ESL education must be determined. And fourth, the appropriate model or models must be adapted to meet the needs of the individual students. Implementation depends upon recognizing the individual student's sociolinguistic environment, his learning style, his language preference, and his language proficiency.

Sociolinguistic Characteristics of the Community

The community is defined as the specific set of families from which the population of a given school is drawn. Even this unit may be very complex. There is a danger in classifying all Mexican-Americans or Navajos or Pueblos or French into one homogeneous group with respect to sociolinguistic factors.

Before undertaking a bilingual or ESL program, we suggest a brief survey of language use and proficiency patterns of bilingual families in the community. Studies of this nature have already been undertaken by Joshua Fishman et al. in Bilingualism in the Barrio (in ERIC and soon to appear in Indiana University Press) and by various researchers at institutions like the University of New Mexico and Stanford.* Results of such studies indicate what languages are used by whom, when, and where, and for what purpose. Self-report measures also suggest the relative skills of bilinguals in speaking, listening, reading, and writing their several languages under different circumstances (e.g. reading a newspaper, speaking to peers in the neighborhood, etc.).

Linguistic and Cultural Preferences of the Community

Perhaps the best way to determine what members of the community want is to have them take part in setting up the program. This means participation in decision-making, not just assuming token advisory status. Furthermore, the students' needs and language preferences should be assessed. A survey of community attitudes would not be adequate at this stage. It is imperative that there be actual involvement.

All subcultural components of the community should take part in the decision-making process. Only by such joint effort can a project staff ward off possible undermining of a project by a community group that may have felt underrepresented or ignored.

The Appropriate Models of Bilingual Education and ESL

Once there is a notion of the sociolinguistic characteristics of the community and the linguistic/cultural preferences, it is possible to determine which working model for bilingual education/ESL should be adopted. Joshua Fishman provides a model with four possible aims of bilingual education: transitional, monoliterate, partial bilingual, and full bilingual. More complex models are provided by William Mackey (1970) and Andersson and Boyer (1970).

Adapting the Appropriate Model to Individual Differences

Individual differences must be specified into various dimensions:

1. Differences in language background: the child's exposure to language in and out of school must be looked at carefully. For instance, it is possible for the child's only contact with English to be in the classroom (e.g. some schools on the Navajo Reservation), but the more normal situation involves elaborate contacts with both languages out of school. And even the designation of two languages is an oversimplification because

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* Details on work of these students and the instruments in use may be secured by writing: Professor Bernard Spolsky, University of New Mexico, Albuquerque, New Mexico, and Professor Robert Politzer, Stanford University, Stanford, California.

several non-standard dialects or codes may exist within each of the languages.

2. Differences in learning styles: there are likely to be cultural and individual differences. Cultural groups may have characteristic ways of teaching children. For example, if a cultural group prefers observation to active participation, then teaching strategies should emphasize observational techniques. Also, students will have preferences for different kinds of learning situations (small groups vs. large, social vs. academic rewards, etc.)

3. Individual aptitudes and capabilities: there should be some measure of the language learning aptitude of a student and a measure of his general ability. Unfortunately there is no language aptitude test currently in existence for primary school children (i.e., grades K-2). We recognize this as a crucial need in trying to determine the instructional approach to use for the individual child. For example, a child with high aptitude may succeed with materials that mean failure for a low-aptitude student.

4. Child's language proficiency: the child's language proficiency profile is clearly multi-dimensional. In the past, educators have tended to speak of children as just being bilingual or monolingual. More recently, however, language skills are being more rigorously identified and measured separately. This approach has proven more diagnostic and useful to classroom teachers. For example, reception and production must be measured separately, reception in listening and reading, production in speaking and writing. There are further breakdowns that cannot be ignored. As an example, domain of bilingual proficiency is extremely important. A bilingual's speaking proficiency in Spanish may be quite good in sports conversations in the neighborhood with peers but inadequate in classroom conversations about mathematics. Stylistics is also involved here. While a child may have learned to speak Spanish at home and on the playground, he may have also leaned <u>not</u> to speak Spanish to a person wearing a suit and tie. Here the child has associated Spanish with a more informal, perhaps also intimate language use, but only English with more formal speech. (For tests of language proficiency, see <u>Bilingualism in the Barrio</u>.)

Implementation

This committee has emphasized the philosophical principles and practical guidelines for setting up an individualized instructional program for bilingual education and ESL programs. We have felt our priority as that of clarifying the sociolinguistic and attitudinal factors at work in the community. The major implication is that in bilingual education we are faced with teaching language as it exists in societal interaction, not just as it is manifested in the classroom. Classroom

or "book" language (i.e., the educated standard "prestige" dialect) cannot be our sole guide because it often does not reflect the linguistic reality beyond the school grounds (Labov 1967).

While more elaborate suggestions for implementation will come from other subgroups at this conference, we have comments to make concerning teacher training, development of curricular materials, and testing, as they relate to bilingual education programs and to the teaching of ESL.

1. Teacher training: teachers and aides must be trained in the use of background information on children to group them meaningfully in the classroom. These groupings of students should reflect differences in language background, learning styles, aptitudes and capabilities, and language proficiency. If not, then collection of such baseline information becomes meaningless.

   Training must emphasize flexible classroom organization. Depending upon the model selected, combinations of team teaching and utilization of teacher aides are essential.

2. Development of curricular materials: there is a need for developing materials that more closely reflect the language use of the children involved. This implies imaginative utilization of the Language Experience approach, where the children's own language is used as a basis for instruction. The materials must also reflect the cultural backgrounds of the children locally, rather than relying on prevailing cultural stereotypes.

3. Testing: we must seek out and use more tests of general communicative competence rather than relying solely on discreet item tests. A prelude to discreet item testing would be a description of the language used in the community rather than some imposed notion of a standard.

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ADDITIONAL REMARKS AND DISCUSSION

Observer's Reaction:

In your report you seem to be assuming a homogeneous classroom situation, i.e., all Italian-speakers or all Thai-speakers, etc. However, different ethnic-linguistic backgrounds combined in one classroom may pose quite different language problems for the ESL teacher.

Andrew Cohen:

We have been dealing with a situation where the minority group is rather homogeneous. But one must be careful about classifying children simply according to their surnames, as is so often done. Professor Spolsky has developed an instrument which can attest to the level of competence in, e.g., Spanish, of a child who is assumed to speak Spanish at home simply because he has a Spanish surname. In some areas, third-generation Mexican-Americans may not speak a word of Spanish. Another point I wish to mention is that the use of native-speaker children as resource personnel must be done with caution. If these children are made to consider themselves as cultural freaks on parade, they will be offended.

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Normand Robitaille:

When grouping children according to language, isn't there a danger of segregating ethnic minority groups?

Andrew Cohen:

In any good bilingual program, it is very hard to teach each individual according to his needs and yet not segregate. The ideal situation would be when all the students are bilingual and languages can be used strictly as the media of instruction. This is the case in parts of Florida, for example, where Anglo children receive part of their math instruction entirely in Spanish.

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Kent Sutherland:

If it is axiomatic that the best way to learn a foreign language is

to go to the country where it is spoken, we would be well advised to direct more of our energies in ESL programs to helping students learn to take advantage of the general English-speaking environment which surrounds them, i.e., by learning to use media, meeting English-speaking families, etc. This may be more important than concentrating upon the 1-2 hours per day which they spend in the ESL classroom.

SECTION III

VIEWPOINTS ON CHANGE

1) From Conference Recommendations to Classroom Realities: Implementing Changes in the Foreign Language Classroom - Jermaine D. Arendt

2) A Student's Reaction to the Stanford Conference on Individualizing Foreign Language Instruction - Michele D. Patin

FROM CONFERENCE RECOMMENDATIONS TO CLASSROOM REALITIES:

IMPLEMENTING CHANGES IN THE FOREIGN LANGUAGE CLASSROOM

Jermaine D. Arendt*
Minneapolis Public Schools

There is a rich literature dealing with the attempts of the schools to renew themselves. Perhaps the most discouraging comment comes from Paul Mort who in his studies concluded that the complete diffusion of an educational innovation requires fifty years (3).

Education is said to be much slower to change than medicine or agriculture in the United States. Dwight Allen has been credited with suggesting that it is easier to move a cemetery than to change the public schools. We lack an institutionalized change agent like the county extension agent. The federal government moved into this vacuum in the 1960's but now seems ready to retreat to a hands-off position. The U.S. Office of Education currently seems concerned with supporting innovative thinking, but not its implementation.

Charging that much so-called "innovation" is nothing more than folderol, Howard (4) says independent study often turns out to be a plan for allowing students to do their work in the cafeteria. Innovation must involve a change in what teachers do when they teach, what students do when they learn, and what they both do when they interact with each other.

In our coercion-centered schools today, the student has almost nothing to say about what he will learn, how he will learn it, who will help him learn it, where he will go to learn it, what materials he will use, how long he will spend at the task, or how he will be evaluated. And that, ladies and gentlemen, is what students are demanding we change. The student is refusing to be a nigger anymore. He is demanding more than a study hall in the cafeteria. He is demanding a school that treats him as a human being with unique needs, interests and abilities. One recent student book, Our Time is Now (1), cries out against the inhumanity of the schools. Adults have agreed in films and books, and a student-centered school rather than a curriculum- or teacher-centered school is the answer. How do we do it?

The first answer is to wait for the other fellow to do it. In foreign languages we have already done that. High schools like McCluer (Florissant, Mo.), Gunn (Palo Alto, Calif.), Live Oak (Morgan Hill,

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*The editors wish to express their special appreciation to Dr. Arendt who was invited to prepare this important concluding address to the Stanford Conference only several days ahead of time and who willingly and skillfully undertook this extra duty.

Calif.) and many others have broken ground. Evidence is all around us that individualization can work.

A major share of the further responsibility for implementation must fall on the shoulders of the classroom teacher who is already in service. I would like to address a few words to him.

It is important to realize that you can begin small. You can do many things that are essential to real individualization without overturning the establishment. For some of you who wish to challenge the whole existing order, beginning small is not the answer. However my experience indicates that as a rule the fewer people who must adjust to your innovation the better your chance of success. You can focus on the student. You can use interest inventories, a language aptitude test (Pimsleur), the Jakobovits questionnaire (5); you can talk to kids about their reasons for enrolling, and their reactions to what you and they are doing in class. You can provide a core of material that is reasonable plus a chance to do more, particularly something the student chooses to do because it interests him. You can pre-test and post-test with an accent on diagnosis. If you are already doing all of these things, you are probably already doing a better job of individualization than you think you are.

If you wish, you can then proceed gradually into continuous progress courses, ungraded courses, contracts, learning activity packages or short-term courses.

Do remember, however, that individualization is not a goal in itself. Be honest with yourself in evaluating your efforts. Individualization is supposed to help the student learn to work on his own. Some programs seem to teach him to loaf on his own. One of the participants of this Conference has charged that individualization is often a new term for "fill in the blanks." Do keep in mind that foreign language learning objectives or the student's objectives should not be subverted by fanatic devotion to a delivery system.

How can the rest of us help? We might notice that previous studies of innovation have indicated that elementary and secondary school teachers are not usually change agents for instructional innovations. However individualization is an exception. This time, as Dr. Sutton has indicated in her paper at this Conference, an innovation has welled up out of the classroom. In high school foreign language programs, the Gerald Logans, the Ernest Popes, the Martin Barretts, and many others have joined the Albert Valdmans, the Theodore Muellers, and other college leaders in moving out in front of administrators. Where supervisory and administrative personnel have been involved, they have, as one of our Minneapolis superintendents put it recently, merely "unleashed the collective wisdom of the teaching staff."

Individualization in many schools has been possible because of selfless efforts on the part of teachers who have made major investments in time to develop necessary materials. It is a truism in any case that

the classroom teacher has almost total control of methods and content in his classroom.

However it is also characteristic of programs in existence that administrators have been supportive of, or at least not antagonistic to, teachers' efforts to change.

Brickell (2) says the teacher can make three kinds of changes: 1) in classroom practices, 2) in the relocation of existing content, and 3) in the introduction of individual special courses. He suggests that in-service courses conducted for the purpose of implementing change be limited to helping the teacher in one of those three areas. In an extended study of innovations he found that the most persuasive experience a school person can have is to visit a successful new program. Speeches at professional meetings, articles in professional journals and research reports, apparently arouse considerable suspicion among teachers. Even conversations with participants outside the instructional setting are not regarded highly. One must go to the classroom, educators say, and must also talk to teachers and students. However even visits to classes are suspect. Any procedures or arrangements which are different from those in his own school diminish for the visitor the persuasive effect of what he sees. The innovative new program is most impressive when demonstrated in a school setting quite similar to that from which the visitor comes. A number of the papers presented at this Conference seem to refer to the old laboratory school with nostalgia. Brickell's study says what less rigorous empirical evidence indicates, that teachers simply did not believe lab schools to be a part of the real world.

There is a further problem particular to individualization. Many practitioners have developed an elaborate apparatus which is a part of their innovative program. Visitors come away with the idea that anything different is just not individualization. Teachers need reassurance that attempts they make to focus on the needs of an individual are laudatory. The message I carry away from Dr. Hunter's presentation is that more real individualization may be going on in what appears to be a lockstep audiolingual classroom than in a continuous progress or ungraded classroom.

New programs can be successfully initiated despite initial apathy or even opposition on the part of some of the faculty. However it is typical for teachers to initially feel inadequate and doubtful when confronted with change. This is not the same as resistance.

Teachers today are insisting on the right to share in decision-making. They will want to help decide whether to further individualize and how to go about it. According to Brickell the most successful innovations are those in which teachers receive attention, encouragement and recognition. They need substantial continuing assistance as they go through the innovation-evaluation-modification phases. Too often they never get beyond the innovation which then becomes part of the tradition. They might get to evaluation which is likely to show no significant difference or perhaps retrogression, in which case the

innovation is judged a failure and dropped. Empirical evidence would indicate that successful innovations are those which undergo continuous evaluation and modification.

Department chairmen, supervisors, principals, curriculum directors and college consultants often fail to recognize the continuing need for support for the classroom teacher, particularly as that teacher is wandering through the maze of an innovation which radically changes the teaching act.

The teacher needs:

1. Professional reeducation
2. Guided practice in the classroom
3. Ample instructional materials
4. Active encouragement
5. A chance to share ideas with other teachers

For all of us involved in teacher education I want to take a "when did you stop beating your wife?" approach. However, I am afraid the question is, "Why are you still beating your wife?" I am tempted to say - why are you beating a dead horse? All of us involved in teacher education - language teachers, methods teachers, supervisors, critiquing teachers, department chairmen - need to stop focusing solely on subject-centered, teacher-centered activities and consider the learner first.

We have heard a considerable amount about evaluation in the last few days. Very little of the evaluation would satisfy those demanding accountability. It should come as no surprise that innovative instructional procedures are almost always evaluated by observing the reactions of students while they are receiving instruction. Test scores are never regarded as conclusive in themselves. If students are enthusiastic, the innovation is judged successful. However, in truth, both teachers and students may be fooled. Instructional innovations usually seem to the people who are using them to be distinctly better than what they were doing before, a common phenomenon which psychologists label the Hawthorne Effect.

In conclusion, we have just gone through a period in which teacher behaviors were modeled like a basic sentence. Teaching seemed to consist of a ritualized set of teacher activities that could and should be used by all. As long as we had the docile student, it seemed to work reasonably well. Now watch out! It often isn't working so well any more. It is time that we foreign language teachers, along with our colleagues throughout the educational establishment, begin to look at the student and forget the prepackaged behaviors.

Go forth ye believers and individualize!

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A STUDENT'S REACTIONS TO THE STANFORD CONFERENCE ON INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION

Michele D. Patin*
Senior and 4th year student of German
Live Oak High School, Morgan Hill, California

Students have the tendency to suspect that their instructors gear classroom programs more toward easing teacher work load than toward emphasizing pupil knowledge. With this somewhat cynical thought in mind, I decided to attend the Stanford Conference on Individualizing Foreign Language Instruction to see exactly what would come of a collective effort to make foreign language instruction primarily a student-oriented matter.

Visual orientation to the Conference theme was admirably achieved through the showing of a videotape of individualized foreign language programs in various stages of development from throughout Northern California. Though some participants in the videotape tended to be somewhat stiff, the overall picture was, my experience suggests, surprisingly close to the actual daily patterns of such programs. The candid debate at the end of the videotape between two students, who held opposite views on the merits of individualized instruction, presented a classic example of the problems and decisions confronting students entering individualized programs who, for the first time, undertake some responsibility for their educational experience.

Following the videotape, seven theoretical papers were presented, which provided background information on topics pertinent to the Conference theme. These papers, including two in-depth surveys, showed a considerable amount of work and served as a springboard for the ensuing small-group topics.

On the second day, the ca. forty invited Conference participants broke up into groups of three or four to work on topics essential to the establishment of individualized foreign language instruction.

I was directly concerned with the deliberations of only two of the

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* [eds. note: Michele Patin, at the time of the Conference a student of Gerald Logan's at Live Oak High School, Morgan Hill, California, and currently enrolled at the University of California at Santa Cruz, had a front-row seat at every session of the Conference and is eminently qualified to react to the activities she both observed and participated in. The editors are grateful to her for her willingness to put her impressions on paper.]

small-groups; however, I also gained some impressions from watching the remaining groups in action. Some groups conveyed a sense of internal unity and accomplishment because all the participants seemed to be sincerely concerned with solving problems related to their topics (including teacher problems, student problems, and teacher/student problems). Other groups were dominated by people who seemed merely to want to promote their own programs or to expound upon their personal theories. Progress made by these groups was minimal or nonexistent. This, mainly because the entire idea of group discussion was absent in these groups in the first place.

Some people seemed more concerned with making individualization easy on the teacher than with making it work for students. These same people usually seemed to think that by simply reading a few papers and/or gathering some materials together, they could sit back and suddenly have a working, successful, completely individualized program. This faction is in for a rude awakening.

And, inevitably, some groups managed to leave their topics completely, and either infringed upon those of others, or invented new topics, which in some cases, were completely irrelevant to the matter at hand.

Naturally, the small-group reports on the following day reflected these communication breakdowns to varying degrees.

All in all, the atmosphere of the Conference was inspiring, if rather too theoretical, and somewhat deficient in practical applications. I feel that the majority of the participants sincerely wanted to inform themselves about, and contribute ideas for, the furtherance of individualizing foreign language instruction. I think one of the best things to come out of the Conference was the "enlightenment" of the many observer-teachers who came knowing virtually nothing about individualization, and who left with new ideas taking root in their imaginations.

I believe the Conference produced more successes than failures, the failures being mainly attributable to those who came with set ideas and closed minds. Such inability to accept the ideas and styles of others (i.e., parochialism) is, as we all know, in direct opposition to the basic tenets and goals of individualization.

APPENDIX

PARTICIPANTS AND PROGRAM

CONFERENCE ON

INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION

STANFORD UNIVERSITY

MAY 6-8, 1971

PARTICIPANTS

CONFERENCE ON INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION

STANFORD UNIVERSITY

DIRECTORS:

Howard B. Altman and Robert L. Politzer
School of Education
Stanford University
Stanford, California 94305

Dr. Jermaine D. ARENDT,
Consultant in Foreign Languages
Minneapolis Public Schools
Minneapolis, Minnesota 55413

Dr. Bela BANATHY,
Deputy Director, Communications
Far West Laboratory for Educational Research and Development
Berkeley, California 94705

Mr. Martin T. BARRETT, Chairman
Department of Foreign Languages
McCluer High School
Florissant, Missouri 63031

Professor Emma M. BIRKMAIER
Department of Secondary Education
University of Minnesota
Minneapolis, Minnesota 55455

Mr. John F. BOCKMAN,
Coordinator of Foreign Language Instruction
Tucson Public Schools
Tucson, Arizona 85717

Dr. Peter BOYD-BOWMAN, Director
Critical Languages Program
State University of New York
Buffalo, New York 14214

Mr. David M. BRASWELL
Burnett Junior High School
Morgan Hill, California

Mrs. Elna R. CARROLL, Chairman
Department of Foreign Languages
Lynbrook High School
San Jose, California 95129

Mr. Arvel B. CLARK, Principal
Oak Grove High School
San Jose, California 95123

Mr. Andrew D. COHEN
Committee on Linguistics
Stanford University
Stanford, California 94305

Mr. Carl DELLACCIO,
Director of Foreign Languages
Tacoma Public Schools
Tacoma, Washington 98401

Mr. James W. DODGE, Director
Language Laboratory
University of Chicago
Chicago, Illinois 60637

Mr. John P. DUSEL, Consultant
Foreign Language Education
State Department of Education
Sacramento, California 95814

Professor Juan ESTARELLAS
Department of Languages and Linguistics
Florida Atlantic University
Boca Raton, Florida 33432

Professor Alan GARFINKEL
Department of Education
Oklahoma State University
Stillwater, Oklahoma 74074

Professor Stowell GODING
Department of Romance Languages
University of Massachusetts,
Amherst, Massachusetts 01002

Professor Ronald L. GOUGHER
Department of Foreign Languages
West Chester State College
West Chester, Pennsylvania 19380

Dr. Victor E. HANZELI, Director
Washington FL Program
University of Washington
Seattle, Washington 98105

Professor Renate HARTMANN
Department of Languages and
Linguistics
Florida Atlantic University
Boca Raton, Florida 33432

Professor Elton HOCKING
Department of Modern Languages
Purdue University
Lafayette, Indiana 47907

Professor Leon A. JAKOBOVITS
Department of Psychology
McGill University
Montreal, P.Q., Canada

Mr. Fred LaLEIKE, Individualized
Instruction Project Director
Joint School District No. 1
West Bend, Wisconsin 53095

Mr. Gerald E. LOGAN, Chairman
Department of Foreign Languages
Live Oak High School
Morgan Hill, California 95037

Professor Lola A. MACKEY
Department of Foreign Languages
Arizona State University
Tempe, Arizona 85281

Mr. Harry S. MARTIN
Department of Foreign Languages
Edina Senior High School
Edina, Minnesota 55424

Mr. Lester W. McKIM,
Foreign Languages Coordinator
Bellevue Public Schools
Bellevue, Washington 98004

Mr. Robert McLENNAN
Department of Foreign Languages
Mountain View High School
Mountain View, California 94040

Professor J. Dale MILLER
Department of French and Italian
Brigham Young University
Provo, Utah 84601

Dr. Robert A. MORREY
Department of Foreign Languages
Capuchino High School
San Bruno, California 94066

Mr. Klaus A. MUELLER
Department of German
University of California
Berkeley, California 94720

Professor Theodore H. MUELLER
Department of French Language and
Literature
University of Kentucky
Lexington, Kentucky 40506

Professor Jacob ORNSTEIN
Department of Modern Languages
University of Texas at El Paso
El Paso, Texas 79999

Professor Manuel T. PACHECO
College of Education
Florida State University
Tallahassee, Florida 32306

Miss Michele D. PATIN
Live Oak High School
Morgan Hill, California 95037

Professor Horst M. RABURA
Department of Germanic Languages
and Literature
University of Washington
Seattle, Washington 98105

Professor Wilga M. RIVERS
Department of French
University of Illinois
Urbana, Illinois 61801

Professor Bernard SPOLSKY
Program in Linguistics and
Language Pedagogy
University of New Mexico
Albuquerque, New Mexico 87106

Dr. Donna SUTTON
Department of Education
University of Toledo
Toledo, Ohio 43606

Mr. Edgardo E. TORRES,
Foreign Languages Coordinator
San Leandro Unified School District
San Leandro, California 94577

Dr. Albert VALDMAN
Department of Linguistics
Indiana University
Bloomington, Indiana 47401

Professor Rebecca M. VALETTE,
Director, Language Laboratory
Boston College
Chestnut Hill, Massachusetts
02167

Mr. Harold B. WINGARD
Specialist in Second Language
Education
San Diego City Schools
San Diego, California 92103

STANFORD UNIVERSITY

CONFERENCE ON INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION

MAY 6-8, 1971

PROGRAM

Thursday, May 6, 1971 (Open to all participants and observers)

9:00-12:00 First General Session: Visual Orientation to Individualized Foreign Language Instruction

Purpose: To give each participant an up-to-date picture of the form, functions, and activities of individualizing foreign language instruction.

Activities: 1) Presentation of an hour-long video tape of individualizing foreign language instruction in German, French, and Spanish classes in Northern California. The tape will present, via split screen technique, a simultaneous look at teacher and student classroom behavior and activities.

2) Presentation of slides and assorted projected visuals of individualized foreign language instruction from various regions in the United States. Discussions of these programs by staff and supervisory personnel in attendance at the Conference.

12:00-2:00 Lunch Break

2:00-5:00 Second General Session: What Do We Know About Individualized Foreign Language Instruction Today?

Purpose: To provide participants with theoretical background knowledge about the current phenomenon of individualized foreign language instruction.

Activities: Presentation and discussion of the following Papers: (20 min. each)

a) The Current State of Individualized Foreign Language Instruction: A National Perspective - Donna Sutton, The University of Toledo

b) The Attitudes of Students and Teachers to Individualized Foreign Language Instruction - Robert A. Morrey, San Mateo (California) Unified School District

c) An Administrator's Perspective on Individualizing - Arvel B. Clark, Principal, Oak Grove High School, San Jose, Calif.

d) Individualizing FLES - Madeline Hunter, Principal, University Elementary School, UCLA

e) Criteria for the Measurement of Success in an Individualized Foreign Language Program - Albert Valdman, Indiana University

f) Individualization and Accountability: The Question of Cost and Effectiveness - John Dusel, Consultant, FL Education, State of California

g) Psychological Perspectives on Individualizing Foreign Languages - Leon Jakobovits, McGill University

Friday, May 7, 1971 (Open only to participants)

9:00-12:00 Small Group Meetings I

Purpose: To discuss intensively activities and problems related to one specific area of individualization of foreign language instruction.

Activities: Participants, in groups of three or four each, will meet to discuss each of the following topics. Position papers have been written by the individuals listed:

1) The Function and Techniques of Group Work in an Individualized Program - Jermaine D. Arendt, Consultant in Foreign Languages, Minneapolis Public Schools

2) The Process of Contracting - John F. Bockman, Coordinator of Foreign Language Instruction, Tucson (Arizona) Public Schools

3) Teacher Training for Individualization of Foreign Language Instruction - Emma M. Birkmaier, University of Minnesota

4) The Development of Curricular Materials (Including Programmed Materials) for Individualized Foreign Language Instruction - Theodore H. Mueller, University of Kentucky

5) Techniques for Developing Proficiency in the Spoken Language - Wilga M. Rivers, University of Illinois

6) Adapting Existing Materials to Individualized Instruction - Elna R. Carroll, Lynbrook High School, San Jose, California, and Robert McLennan, Mountain View High School, Mountain View, California

7) Administrative Issues in Individualizing - Carl Dellaccio, Director of Foreign Languages, Tacoma (Washington) Public Schools

8) The Role of "Hardware" in Individualizing Foreign Language Instruction: Present and Potential - Elton Hocking, Purdue University

9) Problems in Testing, Grading, and Issuing Credits - Gerald E. Logan, Live Oak High School, Morgan Hill, California

10) Implications of Individualized Instruction for Bilingual Education, English as a Second Language, and English as a Second Dialect - Manuel T. Pacheco, Florida State University

12:00-2:00 Lunch Break

2:00-5:00 Small Group Meetings II

Purpose: To formulate Recommendations and Guidelines for action in each of the above areas.

Activities: Commencement of the writing of a tentative report by each working group in which the group attempts to view its topic in the prospective of the total phenomenon of individualized foreign language instruction. Reports will make recommendations and suggestions for action, where necessary, and will offer guidelines for the construction or purchase of appropriate materials.

Saturday, May 8, 1971 (Open to all participants and observers)

9:00-12:00 Third General Session

Purpose: To hear and discuss reports of each small group of participants.

Activities: Each small group will present its findings as a panel and will be limited to one half-hour for presentation and audience reaction.

12:00-1:00 Lunch Break

1:00-3:30 Fourth General Session

Purpose and Activities: Continuation and conclusion of presentation of small group reports, reaction of audience.

3:30 From Conference Recommendations to Classroom Realities: Implementing Change in the FL Classroom - Jermaine D. Arendt, Consultant in Foreign Languages, Minneapolis Public Schools

4:00 Conclusion of Conference